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ABSTRACT

This review presents a 1991 evaluation of the English and Classics portions of the Letters Program in the state universities within Florida. Departmental self-evaluations and site visits by a consultant and a Board of Regents staff member discovered that in most of the nine universities the situation for English has worsened in the past five years. It was found that enrollments have increased without a proportional increase in staff. In addition, in every English department in the State University System, appreciable numbers of students who have opted for an English major, and have been accepted, have been turned away from advanced courses they want to take and need; in some universities the wait can be two and a half years. All the universities were found to have a de facto limitation of access to the courses required for the English major. Also revealed was an apparent system-wide deterioration in the funding of instructional costs relative to student enrollments in English. Faculty salaries were found to be generally low at the associate and full professor level. Recommendations include adding texts from diverse cultures to the standard canon and protecting the English major program from the heavy general education service demands put on the departments. Recommended for the three universities offering Classics studies is increased institutional cooperation including possibly either a shared program with cross enrollments or more distinct program emphasis. (GLR)

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LETTERS
PROGRAM REVIEW

STATE UNIVERSITY SYSTEM
OF FLORIDA

FEBRUARY, 1992

BOR 91-2

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LETTERS PROGRAM REVIEW
IN
THE STATE UNIVERSITY SYSTEM
OF
FLORIDA

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December, 1991

BOR 91-2

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1991 Letters Program Review: English

General Introduction

This report on the English portion of the Letters Program is similar in method and format to one that was submitted five years ago, in the spring of 1986. The 1991 review was conducted in a manner almost identical to that of the former review. The lead consultant visited each of the nine universities for one day in the company of Board of Regents (BOR) staff and a second consultant who had been engaged by the institution and who had been on campus for at least one additional day.

During the period of the site visits, each university was in the process of responding to serious cut-backs in funding. In most cases it was not yet known how bad the situation was, or would become, and which elements, exactly, of the Letters Program would be affected. This circumstance lent an air of unreality to many of our discussions. Most of the areas of need we encountered were not obscure and had been pointed out in the institutional self-studies. Some could be remedied with more money, but more money was not on the horizon. Certain problems affecting the universities run very deep indeed, into the demographic characteristics of Florida and into the state's ability financially to improve the quality of its university program or even to maintain the status quo if increases in the number of students enrolled in the State University System

(SUS) universities are to occur. We were often reminded of these political facts by the faculty members we spoke with, and yet we went about our academic review largely with the understanding that money and political decisions were not the only problems but that the Board of Regents would be interested in knowing what should be done with new resources if they were available.

The dramatic infusion of resources into the lower-division in the SUS universities in recent years has been conspicuously successful. It has made manageable class sizes a reality in composition and in other Gordon-Rule courses. The lower division in most of the universities we visited is very good. The social and pedagogical significance of this ambitious enterprise is well understood by university administrators. The courses are doing what was intended of them: they are providing a valid form of access to higher education to the students whose knowledge and skills are being developed and tested in them. Putting such a huge system of lower-division courses in place and providing the funds necessary for staffing many hundreds of sections of the recommended sizes is an achievement of which the leaders of the SUS would be justified in taking pride. The brevity with which this accomplishment is treated in this report in no way reflects our failure to understand and applaud it.

Leaving aside the staffing of the lower-division composition courses with their attendant student services and laboratories, in most universities the situation for English has worsened in the past five years. Enrollments in English courses have grown appreciably, without a proportional (or in the case of USF and FSU any) increase in the number of faculty positions. Such a large increase in student enrollments without a corresponding concomitant increase in full-time faculty might be understandable if the enrollments were restricted to lower-division composition courses, lower-division core requirements, or to writing courses offered by the English departments as a service to other departments and schools (e.g. Business, Communications) in the universities. Offering such courses might, arguably, not justify the hiring of more faculty if they could be taught by a larger cohort of adjunct faculty or graduate teaching assistants. Increases in the lower-division and in-service courses have indeed occurred. But this is not the whole situation.

Our biggest surprise, in every department of English in the SUS, was the large increase in the enrollment in undergraduate major programs. Five years ago we worried that the value of liberal arts education was not being communicated to university students and their families. This year there is a different kind of worry: appreciable numbers of students who have opted for an English major and have been officially accepted into the program are being turned away from the advanced courses that they want to take and, in order to satisfy degree requirements in their major program, are required to take. At some universities it is possible to wait two and a half years for admission to a necessary course, and more and more students say it takes five or more years to get the courses required for graduation.

Only one university (UF) has an official policy of limited access to the English major. All of the universities, however, have a de facto limitation of access to the courses required for the English major: there is not enough room in the courses, and students are being turned away. In some departments the graduate programs are being squeezed in a similar fashion: students who want to take courses find them unavailable. Even in the rare instances where there is a faculty willingness to teach B.A. and M.A. students in larger lecture courses, classrooms of that size are scarce. Explanations for the comparative neglect of upper-division and graduate programs vary from university to university. Overall, however, the situation makes a striking impression, and it appears to have resulted from a System-wide deterioration in the funding of instructional costs relative to student enrollments in English.

Aside from the full-time tenure-earning faculty, there are three much cheaper categories of instructor that are being called upon to teach lower-division and service courses in English: the most satisfactory on the whole is the graduate teaching assistant; the least satisfactory (from an ethical point of view, but not necessarily from an intellectual one) is the part-time adjunct who is paid by the course and is ineligible for benefits; and the third category is not widely used: the full-time, non-tenure-earning instructor who earns less and teaches more classroom hours than do the regular faculty. The mix of these non-full-time faculty instructional forces varies from university to university. In periods of straitened funding of instructional costs, the faculty can be freed to do more graduate and upper-division undergraduate teaching by adding to the numbers of teaching assistants, adjuncts, or instructors. Our institutional reports reluctantly recommend doing so in a number of cases in order to provide the courses that are required of students to complete the programs to which they have been admitted.

We suspect that it might also be possible through institutional budgeting procedures to protect graduate programs and the English major from being as severely penalized by the departments' service function as they are at present. A workable formula is needed (at either the SUS or the provost level on the various campuses) for budgeting required or mandated courses in a way that is separable from the general budgeting of impacted departments like English and Mathematics. With changes in the general education requirements at several universities and the awakening of other departments to the effectiveness of instruction in writing for their majors (Business, Communication and Education), the pressure on English departments for service courses will only increase. At UWF, the number of students in the senior Business Writing course offered by the English Department has doubled in the last five years. In general, teaching required courses of several sorts takes up too much of the faculty's energies. At UCF 60 sections of Business Writing are offered by the English Department each year, at an enormous cost to the Department's potential for diversity. The advanced programs of the English Department should not be allowed to suffer if one of the professional schools in a university, quite without committing any of its own resources, mandates one of the English Department's courses as a requirement.

Faculty salaries in English are in urgent need of attention. They are generally low at the associate and full professor level, and they only imperfectly reflect on a comparative basis the actual distinction and professional contributions of individual faculty members. Salary compression has been at work for long enough that junior people sometimes make the same salaries as senior people. Most English departments in the SUS encourage their faculty to produce scholarly writing, and yet the nine-month salaries are insufficient to support them for the full year. Summer research support is essentially non-existent, and thus teaching summer school or taking on some other employment, rather than doing scholarly work in the summer, becomes a financial necessity. The great danger is that if the salaries are not attended to soon the most distinguished senior English faculty in the SUS universities will be lured away to other jobs. For a number of years FSU has not been able to replace faculty as they retire with new hires of equal distinction, and UF is facing that prospect in the next few years. Even if no one should resign because of a low salary, the attrition in reputation occurs through retirements.

The individual institutional reports usually make some comments on the curricula and the management of the English major and graduate programs. It is especially in this area that the discussion tends to become hypothetical in the current atmosphere of fiscal hardship. The staffing shortages and consequent inability to offer sufficient numbers of standard courses has discouraged a number of departments from giving serious attention to the content of their programs. In a number of universities this needs to be done and has been recommended. In only one instance (FAU) is the curriculum a subject of serious contention within the Department and between the Department and the higher administration. In that case the consultant has recommended that the Department broaden its range, giving a larger place in the curriculum to general literature, literature in translation, African-American studies, and women's studies. The recommendation seems especially appropriate because the faculty resources for implementing it are already in place at FAU. The same recommendation might be appropriate in other universities too, as the hiring of new faculty permits, but it was not identified at any of them as a weakness of which the faculty were unaware.

The more frequently mentioned curricular needs have not changed since the last review: theory, film, rhetoric, and the pedagogy of teaching writing.

Across the country the cry is heard for literature departments to diversify the canon of works they study so as to include the representation of sensibilities and experiences that have not so far found their way into the Western tradition. At the same time, however, most critics of the standard canon are embarrassed by the slogan made famous in the Stanford demonstrations, 'Hey, hey, ho, ho, Western culture's got to go.' English Departments are being advised, not to drop the study of the classic English and American literary texts, but to add to it the study of other texts. This would be our advice. The last five years have not proved to be a time for adding courses. The immediate response to most departments' current offerings of advanced undergraduate and graduate courses is to urge them to find a way to make even the most conventional curriculum available to the students in their programs who want it.

This review could not have been undertaken without the detailed and informative self-studies submitted by each of the nine universities. These documents are convincing evidence of the seriousness with which departmental leaders in the Letters Programs have approached the task of academic planning and review. The students, faculties, and administrations of the nine universities also extended outstanding hospitality and cooperation to the consultants, making pleasantly memorable even such whirl-wind visits as ours have been. We record here our thanks to them all.

The University of Florida

General

The Department of English is large, diverse, pluralistic in its sense of educational mission, and intellectually potent. Its obvious and defining strengths partially reflect continuing selective adherence to long established institutional traditions and in part attest to a protracted period, at least a decade in duration, of focused faculty building. Like most English Departments, especially those in other complex state institutions, it is called upon to play major roles both in terms of supplying essential services to many segments of the University and in terms of providing scholarly leadership as an inevitably prominent arena of humanistic study. There has been in recent years an incremental growth both of institutional expectation and of Departmental ambitions; and this growth now faces, more clearly than ever, the check of financial constraint.

The stated aims of the Department, endorsed by the last review findings, are very ambitious but also, we believe, realistic. Leaving aside the precise number of "top" departments to which it aspires, the most general view of any informed external observer must be that the University of Florida English Department should be poised on the verge of absolute excellence. Assuredly, such a conclusion is suggested by objective demographic, economic, and geographical data having to do with the present and projected importance of the South generally and of Florida particularly within the national economy, with the clear preeminence that the Gainesville department already enjoys within the expanding state system, and with events on the larger regional map of public and private higher education. But it is also strongly argued by important aspects of the local scene: the quality and morale of the Department's students, both undergraduate and graduate, the markedly professional ambitions of the faculty and the impressive group of potential leaders present among them, and the intelligent appreciation of the Department's special strengths and potential entertained by several of the University's central administrators.

Two particularly impressive programs, both of which contribute considerable lustre to the University in terms of their faculty and their graduates, are those in Creative Writing and in Film Studies. Both are at the moment led by vigorous young directors of ability; both command a strong interest among able and talented students. The challenge here, as in most large and ambitious departments, is to find the right formula to encourage the usefully entrepreneurial instincts of individual programs without sacrificing a coherent central vision.

However, the achievement of the Department's proximate possibilities is by no means a foregone conclusion. The growth of the last decade has brought the Department to a new plateau and quite possibly to a period of consolidation during which the chief task will be to work out a formula which at once preserves the strengths of the undergraduate teaching program, conspicuously including its large "service" element, and honors and advances the research ambitions of the faculty. This is partly a matter of Departmental vision and morale, but there is also a clear institutional responsibility involved. It must be said quite unequivocally that the Department has nearly reached its maximum potential with its present institutional resources. Two particular needs--funds for graduate fellowships and funds for augmented faculty salaries--are especially obvious and especially substantial.

Program

Most of what was said about the Departmental program in the review of 1986 remains true today both with regard to the Department's remarkable curricular range and to the enrollment patterns that severely try its abilities to be true to its comprehensive vision. Most administrators and faculty logically enough talk about a de facto tripartite Departmental structure--the service courses, the undergraduate major, and the graduate program--and we shall for convenience follow that pattern in our report. It is probably worth stressing at the outset, however, the obvious point that a chief challenge faced by the Department is to clarify and foster the delicate and symbiotic relationships among the three parts rather than approach them as discrete entities.

Service As at most universities, it is the English Department that is charged with addressing the basic skills of literacy throughout the institution. The Department's brief in this regard is very broad. It is expected to provide comprehensive courses in basic composition, important help in the teaching of English as a second and foreign language, elementary courses in creative writing and literary analysis, and courses of immediate practical and vocational use to pre-professional students. The large composition program is diverse and in many regards imaginative. One particularly effective initiative has been "Technical Writing" (probably better called "Practical Writing"), a course widely appreciated by students from all sectors of the University. Under the current and one hopes temporary pressures of severely constrained resources, some members of the Department would favor abandoning this effort. Indeed it is arguable that the English Department should not be left holding the bag if one of the University's professional schools, quite without committing any of its own resources, mandates one of the English Department's courses as a requirement.

Based on our assessment of political realities and the clear educational needs of the broader University community, however, our conclusion is that the "service" courses should receive more, not less departmental attention. It is important, for example, that in the long run the composition program be directed by a tenured member with the power and security necessary to broker the claims of the service courses within the Department and represent them to the central administration. But, of course, this enterprise also urgently demands the attention of the administration.

The report of 1986 was able to say that the University of Florida had avoided the situation clearly apparent elsewhere in the state system of negotiating unacceptable trade-offs between the quality of the upper-division major and the clear writing needs of the general student population only at the expense of "a large backlog of students waiting to take elementary composition courses." That pressure is still there, and it is increasing. The trade-off it implies is still unacceptable for a department with national aspirations.

Undergraduate Program The undergraduate curriculum pursued by majors in the upper division is excellent. It happily retains its fundamentally comprehensive nature, exposing students to the broad history of English and American literature. At the same time its traditional thrust is greatly enriched by offerings in film studies, creative writing, and what are in effect courses in cultural studies organized around literary topics. The popularity of the major, the enthusiasm of the majors, and the very high quality of the best students are all clear testimonies to the program's success. The major is widely regarded as a sound preparation for differing vocational interests and for professional training. For example, although there is little connection with the School of Education, the Department does a fine job in teacher training.

There seem to be two obvious problems, both of them systemic and both connected to the fundamental problem already identified, namely, that the Department is being asked to do comparatively more with comparatively fewer resources. The first problem is the uneven quality of teaching, almost all of it by teaching assistants, in the lower division literature courses. Credible testimony suggests that most teaching assistants do a fine job. However, graduate students are not admitted to the Department on the basis of any test of teaching ability, and most of them arrive at UF with little or no previous teaching experience. Undergraduates describe a considerable variation in their performance. The second problem, of course, already described in terms of the "service" courses, is that there are too many students for too few courses. Undergraduate majors are regularly excluded from taking during the semester of their choice courses that they not merely desire but that they actually must take to satisfy requirements. One result of the present situation is that there is a marked difference of experience among Departmental majors. Savvy, self-confident, and enterprising students, able to scout out the terrain for themselves, can probably construct a "quality" education at the University of Florida as good as that in any English department in the country. But the student left to the somewhat capricious operations of the system alone is unlikely to achieve that result.

The graduate program The growing reputation of the graduate program is reflected in the quickening demand for admission, in the quality and morale of enrolled students, in the impressive production of degrees, and in the professional fortunes of the graduates, one of whom was recently appointed as an assistant professor at the University of Pennsylvania. Indeed, considering the fact that the program is financed almost exclusively by none too generous stipends for teaching assistants, its comparative success is remarkable. The quality of the students is impressive, and a core group of them form a vital intellectual community. They have a sense that they are at a place where "things are happening" and that they are a part of it.

We have three suggestions for ways in which the professional relationships between the graduate faculty and the students might be strengthened. Two of them have to do with introductory preparation. The faculty's burgeoning interest in critical theory, now explicit in nearly all aspects of the curriculum, needs expression in some kind of synoptic introductory seminar that could help orient and reassure the significant number of entering students for whom critical theory is essentially new. Such a seminar could take many forms, and we offer no specific proposal. Secondly, while they are genuinely grateful for the considerable Departmental

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support already available, new teaching assistants do need more help, supervision, and constructive review from senior faculty than they now receive. A third point has to do with the correlation of program requirements and course offerings. There are many graduate offerings, and the students are required to take courses from among them in many fields. They legitimately complain, however, that in any given semester the actual course offerings in any particular field may be few in number and/or highly specialized in content.

Faculty

The faculty, the Department's great strength, has continued to grow in stature during the last five years. The Department has largely avoided or outlived the situation characteristic of several departments in state universities, and especially those that have actively pursued excellence through dramatic programs of recruitment of nationally prominent scholars, in which there is an unhelpful division between "old-timers" and "newcomers." While there is by no means a unitary vision to which all members of the Department subscribe, there is sufficient symphony in diversity to allow for the focused and effective prosecution of fundamental and broadly shared goals.

There are a few obviously problematical areas, most of which of course reflect constrained resources. One problem that could and should be addressed even within more or less static resources is the Department's markedly "over-tenured" character. This problem was explicitly addressed in the recommendations of the last review, but little progress has been made. The absence of a sizable cadre of assistant professors is detrimental to the Department's intellectual health, to its professional wholeness, and to its ability to undertake and maintain more coherent curricular planning. There are limits to the degree to which a strong department can be created and maintained almost exclusively through "outside" appointments. At the philosophical level one could well argue that institutions which regularly send new Ph.D.s into the job market ought themselves to hire new assistant professors on a regular basis, and that major departments have a moral obligation to participate in the profession's de facto system of apprenticeship. To move in this direction would of course involve a difficult readjustment of local academic customary law that probably could not be effected quickly. Promotion to tenure from the junior rank would become comparatively rare; it would depend upon explicit departmental needs, in particular its teaching needs, as well as upon the usual demonstrable professional achievements. Such an arrangement would require a principled and carefully structured "tenure flow" plan.

Two other issues obviously do involve questions of resources. The first is faculty salaries, which need urgent attention. They are too low in all ranks, and they only imperfectly reflect on a comparative basis the actual distinction and professional contributions of individual faculty members. The brevity with which this problem is noted in this report should not disguise its central importance for the long-term prospects of the Department. One obvious danger is that salaries will become so out of line with actual market conditions that in the competitive arena of department building, the institution will be unable to retain several of its most visible members or replace them with new appointments of similar distinction. A related issue is support for faculty research, especially through paid leaves of absence but also through travel grants, photocopying accounts, and so on. A defining characteristic of major universities is a faculty charged with the twin responsibilities of committed teaching and important original research. If it is an obligation of the faculty to balance their efforts in these different directions, it is no less the obligation of the central administration to support them in both. One long-term goal of the University of Florida should be the construction of adequate programs of material support for faculty research. Such a program could perhaps be undertaken in conjunction with a review of teaching loads. The "two-and-two" teaching load recently made universal in the Department is appropriate for a research faculty. It could not now be reversed or challenged on an across-the-board basis without serious damage to faculty morale. On the other hand, it is clearly a contributing factor in the serious problem of course availability experienced by departmental majors. There might be some virtue in considering a system of differential teaching loads linked to a specific program of faculty research support.

Students

The Department of English continues to be one of the most highly enrolled departments in the College of Arts and Sciences. The Department thinks of its students in terms of the tripartite division mentioned above--the vast under-class population in service courses, the upper-class declared majors, and the graduate students. It is either the largest or the second largest department in Arts and Sciences, depending upon whether one looks at undergraduates only or at the aggregate of undergraduates and graduates. All of the principal structural problems of the undergraduate program are related to what must be regarded as a clear departmental success: the extraordinary demand, in many cases generated by divisions outside of Arts and Sciences, for its courses at the under-class level. Under its current staffing budget the Department must perforce maintain a "limited access" program, and we see nothing in the history of the past decade nor in the plausible projections for the next that suggests a ready solution to a problem that is at heart a fundamental disparity between supply and demand.

Interviews with undergraduate "consumers" of all sorts--departmental majors, budding young writers, engineers and business students primarily interested in perfecting the basic skills of communication--underscore the effectiveness of most departmental offerings. The major appears to enjoy a fine reputation for its challenge, stimulation, variety, and vocational utility.

There is of course a symbiotic but problematical relationship between the undergraduate and graduate programs, since the latter finds its de facto financing from the teaching of the lower-division courses. The graduate students are for the most part impressive young professionals. Morale is generally good, and motivation high.

The Department has an articulate interest in, and some success at, seeking out minority graduate students. At a time when the always small percentage of minority applicants for graduate study in English may actually be in decline nationally, the Department's obvious disadvantages in terms of fellowship resources become all the more acute.

Facilities and Resources

English departments are in general preposterously frugal in their requirements for capital facilities. The library resources of the University of Florida as they relate to graduate study in the different areas of English and American literature vary considerably in strength, from barely adequate for graduate level work to excellent. It is not surprising that the strongest areas are those that reflect the continuing interests of specific faculty members of many years, and the strong interest in literary theory of the past decade. The most noticeable weaknesses are the want of certain long journal runs, though there is an active program of microform repair. At the moment, the Department enjoys the help of an unusually able and effective bibliographer of literature. From a number of remediable material needs, of varying levels of difficulty, three are prominent. Any large department is likely to feel space constraints, but the warren of cubicles in which many of the teaching assistants conduct their student conferences is conspicuously inadequate for the Department's pedagogic assignment. Secondly, it is highly desirable for the University to begin a systematic program of computerization in faculty offices and Departmental common rooms. Finally, there is a need for the installation of several film monitors accessible to students on demand during regular library hours. Considering the conspicuous national reputation of the Department's program in Film Studies, the facilities throughout the University for viewing films fall ironically short of ideal.

Response to Previous Program Review Recommendations

The self-study prepared by the Department in anticipation of the current review is unusually thorough and helpful. It clearly reveals that thoughtful attention was given to the substance of the last review, including its recommendations. It should be said that all four of the specific recommendations in the report of 1986 explicitly or implicitly called for the application of new financial resources, resources that of course have not been available. Nonetheless in pursuing its ambitions, the Department has tried to follow the report's advice, especially the advice that it "should give top priority to improving both the visibility and organization of the graduate program . . . ." Measurable progress has been made in achieving that goal.

Strengths, Needs and Recommendations

The English Department of the University of Florida is strong and vigorous. It enjoys a nationally visible faculty, a strong undergraduate program, and a steadily improving graduate program. It approaches its complex mission in a principled and professional fashion. It is not really possible to make a tidy distinction between material and programmatic needs, for the two are clearly intertwined. The report touches upon a number of obvious material needs. The chief need of the Department from the programmatic point of view is a pressing one: to find a reliable and predictable means of projecting and budgeting course enrollments and teaching resources. Our most general recommendation, directed to the administration of the State University System and the decision makers in higher education in the state of Florida, is the recognition of the great strides the Department of English at the University of Florida has made and of the eminence it could enjoy, given the opportunity and the needed resources. In summary form, our chief specific recommendations addressing the local scene in Gainesville include the following:

1. Urgent attention should be paid to the question of faculty salaries, graduate student fellowships and stipends.

2. The Department should make a concerted effort to build a junior faculty. The principal consideration in the effort should be Departmental teaching needs.

3. Curricular offerings at the graduate level should correspond to program requirements.

4. The Department should initiate a seminar intended to introduce graduate students to the major trends in contemporary critical theory.

5. The "Technical Writing" program, possibly renamed, should be retained and fostered by the Department.

Florida State University

General

While the English Department at Florida State University has achieved several notable accomplishments since the 1986 review, the most compelling circumstance is the rising number of students compared to the number of faculty available: a 60 percent enrollment increase in the past five years, served by the same number of faculty as a decade ago. English is now the largest graduate major in the College of Arts and Sciences, and the fourth or fifth largest undergraduate major in the entire University. English faculty and graduate teaching assistants offer over half of the University's Gordon Rule courses, provide CLAST instruction, and teach a two-semester first-year writing component. These obligations make it difficult, on one front, to offer sufficient numbers of courses of appropriate size to meet the demands of both majors and non-majors, and, on another, to plan for programmatic change in ways that would further enhance the Department's considerable and long-standing reputation for excellence.

Program

The Department has several areas of programmatic strength. The First Year Writing Program is in many ways exemplary. The first-year course features a rigorous and innovative sequence, and the training program for the Graduate Teaching Assistants who teach in this program is one of the strongest in the South. The Department can take pride in this composition series and in its contribution to the good of the entire University curriculum. It is also justifiably proud of its Reading and Writing Center, which could, with adequate funding, serve as the intellectual center of Gordon Rule, Writing Across the Curriculum, CLAST, and ESL efforts.

In the upper-division, the Department's popular and very thorough Honors program continues to be a noteworthy achievement, and is the way a serious student at FSU should major in English. We believe that students seeking certification as teachers of English are very conscientiously and sympathetically advised, and that FSU is an excellent place for would-be English teachers to study.

On the graduate level, a well-known and prestigious creative writing program continues to attract outstanding students; a young and increasingly impressive program in rhetoric and composition is intended to anchor the Department's lower-division program and to provide the strongest graduate program in this field in Florida (indeed, perhaps in the South).

These strong programs are further enhanced by an innovative certificate program in literary and cultural theory on the graduate level, by growing attention to multi-cultural curricula, and by a successful move to "unlink" undergraduate and graduate courses, thus strengthening both the upper-division majors and the graduate program. Providing separate courses for graduates and majors improves the quality of both; in times of straitened resources, however, it also limits the richness of the curriculum.

Constraints produced by the high enrollments make it difficult for the Department to either evaluate existing programs or to explore new ones. There is not enough time, for instance, to thoroughly evaluate the undergraduate and graduate curricula. Nor is the Department able to mount a summer program for public school and community college teachers, though it is uniquely qualified to do so.

Faculty

Since the 1986 program review, several faculty have received awards in teaching and advising. The Department's faculty are on the whole productive publishing scholars and fine teachers, although distinguished faculty who have retired over the years have not been replaced at the same level of national distinction. The increasing enrollments produce a high teaching load for Department members, not in numbers of courses but in numbers of students. A faculty member who may be teaching two courses is responsible for supervising the work of 100 or 120 students which is the equivalent of four courses of reasonable size in which attention to student writing is a major focus. If the Department is merely to maintain the quality of its programs, much less enhance that quality, it is recommended that ten new faculty lines be added.

English Department salaries are, by any standard, among the lowest that we have encountered anywhere in the country at a comprehensive research university. If the University is unable to resolve salary issues, it may lose the best and brightest of its faculty; it is already finding difficulty competing for the best new faculty, who can and do command substantially larger salaries at other institutions.

Given the shortfall in faculty positions and the heavy teaching demands, this faculty is especially to be commended for its continuing service to the University, the community, and the State. Particularly impressive is their refusal to hire large numbers of adjuncts to carry the undergraduate teaching load and their continuing efforts to establish and maintain links with English education and teacher preparation programs as well as with interdepartmental programs in American Studies and Humanities.

Several members of the faculty expressed their dissatisfaction with a performance-evaluation process that they feel does not respond adequately to their talents or needs.

Students

The undergraduate students in the English major program are bright, articulate, and very much aware of the Department's needs. They spoke glowingly of the English faculty in general.

However, it is almost impossible, they say, to get into upper-level English classes without registering on the first day. Waiting two-and-one-half years for admission to a necessary course is not unusual, and more and more students say it takes five or more years to get the courses required for graduation.

Still, the number of English majors continues to grow (687 in 1991), and productivity numbers of B.A.s graduated is high. The Honors Program, which is increasingly sought after, has a fine record of placing students in good graduate programs. The Department needs the help of the University central administration to survey its majors, to track their progress through the University, to hold exit interviews with graduating students, to track students beyond the University, and to attract and retain minority students.

Instructing and supervising the 177 graduate students in this Department represents a major effort of the faculty, who must offer appropriate numbers of seminars and serve as directors of examinations, theses, and dissertations. The graduate students currently enrolled have come from fifty-two BA and forty MA institutions in twenty different states. Thus, the Department has moved to attract more out-of-state graduate students. At the same time, the Department is moving toward stiffer admissions standards and thus to improving the quality of the graduate-student body. Particularly promising is the decision to look more carefully at its own M.A. students, most of whom have in the past been routinely accepted to candidacy for the Ph.D.

The graduate students with whom we met are lively, articulate, and committed to the profession of English. They are particularly aware of the fact that the Department has a fine record of placing its Ph.D.'s into tenure-track teaching positions. Graduate students typically teach two courses each term. The present teaching assignments and stipends of graduate students need to be carefully monitored in order to ensure consistency with guidelines set by the AAUP, the Modern Language Association, and the Conference on College Composition and Communication.

Facilities and Resources

The Department continues to be served by a fine library collection to the catalogue of which faculty now have computer access.

The Department has made strides in computerization that are probably not equaled at any other university in the SUS: each faculty member has a computer, printer, and modem; the main Departmental office is completely computerized; the Reading and Writing Center can offer computer-enhanced writing instruction; and the freshman program operates an outstanding Apple lab facility for writing instruction. These facilities will need, however, to be continuously expanded; many universities elsewhere in the country now teach up to 50 percent of their writing courses in computer labs.

The Department as a whole suffers from a lack of space and is reaching the limits of the Williams Building, which has only two seminar rooms, one lab facility, and no large teaching classrooms. Storage space is dangerously limited.

Support personnel are also in short supply. In particular, the Chair now must delegate tedious and mind-numbing scheduling and other clerical procedures to faculty members because he has no administrative secretary who could (and should) assume such duties. The secretarial staff are carrying tremendous burdens and generally working beyond reasonable expectations. Most badly needed is secretarial support for the Reading and Writing Center, for the Creative Writing Program, and for the growing number of prestigious journals now edited in the Department.

Strengths, Needs, and Recommendations

The Department has a tradition of canny and competent administrative leadership, of caring teaching of undergraduates, and of nurturing and thoughtful preparation of graduate students for leadership in the profession. Its programs associated with the teaching of composition are still one of its strengths: the freshman course itself, the training of graduate teaching assistants to work in the course, and the development of rhetoric and composition as an academic field of study.

Its most glaring need is for the resources to provide the courses its majors and graduate students need in order to meet the requirements for their degrees. Our principal recommendations to meet its needs are as follows:

1. Ten faculty positions should be added, at least three of which are devoted to senior faculty in the Department's areas of strength.
2. Urgent attention should be given to the matter of faculty salaries at every rank, especially to correcting the inequities of compression and inversion.
3. Invest more fully in the Reading and Writing Center by appointing a tenured faculty director with tenure and a secretary to serve also in the creative writing program, continuing thus to develop the Center as the heart of campus Gordon Rule, writing-across-the-curriculum, CLAST, and English as a Second Language efforts.
4. Develop a new Departmental plan for evaluating faculty performance.
5. Review the undergraduate program, with an eye especially to rationalizing access to courses from which students are now excluded, either through an official policy of limited access or by making the program more rigorous.
6. Review the graduate program, considering how and where current intellectual developments in English Studies might be

further incorporated into the preparation of students for the profession, and continuing to tighten admissions standards, particularly for the Ph.D.

7. Develop a summer program for school and community college teachers, thus establishing better links with these other educational levels and drawing on the Department's strong traditions of teacher preparation.

8. Explore the possibility of reducing the teaching load of GTA's and improving their stipends.

Florida A&M University

General

The Letters Program, offered by the Department of Languages and Literature, is defined in part by the prescribed role of the University within the SUS. FAMU provides upper-level, graduate and professional programs of study for a diverse student population, and it seeks to advance knowledge through teaching and research. Unlike other universities in the system, however, FAMU does not depend heavily on the network of Florida community colleges which provide lower-level instruction for many students who enter the system's universities. FAMU aggressively recruits its student population and provides lower-level instruction for the majority of the students it enrolls. While it operates within the mission and guidelines of universities in the SUS, FAMU also serves the traditional and special education mission of Historically Black Colleges and Universities (HBCUs). Thus, its academic programs and instructional delivery systems must also accommodate the needs of its predominantly minority student enrollment. Accessible to all Florida students and enrolling an increasingly diverse student body, FAMU consists, nonetheless, of a predominantly black student population; and as the sole HBCU, FAMU remains a valuable resource in the University System of Florida.

Another definition of the uniqueness of FAMU is, of course, its value as a cultural institution in the system and in the state. As an HBCU, it offers an array of intangible qualities which help both to define the University's uniqueness and to attract students from across the state and out-of-state. Since the University System allows FAMU a fifty (50) percent exception to the SAT/ACT admission score requirement, it can continue to provide an education for many first, second and third generation minority students who may not otherwise have access to college; and it can offer instructional strategies which allow them to succeed. It is imperative, therefore, that the University System continue to support the historical mission of FAMU and that the system provide the resources and facilities to meet the educational needs of FAMU's unique student population.

Since the Letters Program Review in 1986, it is apparent that FAMU has increased its effectiveness in both of its roles in the University System. It has continued to develop its University mission, adding new academic programs and improving its research capability; and in the on-going construction and renovations, its physical growth is readily visible. Perhaps most notable among the University's achievements in the five-year period is the increase in the size of its student body, from 4,500 in 1986 to 8,400 in 1991. Like the University, the FAMU Letters Program has improved significantly and is functioning effectively as a unit of the institution.

A major strength of the Department of Languages and Literature is its competent and diverse faculty, a cadre of teacher-scholars who exhibit admirable dedication and morale in the performance of their responsibilities. Since 1986, there has been a noticeable increase in both the caliber of the students pursuing degrees in English and the number of majors in the Department; and with recent changes in general University requirements, there has been a welcomed increase in non-English majors taking courses offered by the Department. Additionally, improvements in instructional effectiveness can be measured by such indices as FAMU students' success on CLAST and the Department's placement of students in prestigious graduate schools. There is evidence, too, of an increase in instructional resources and student support services, although the Department's resources remain inadequate. The program has strong leadership in its chair, and despite some adverse conditions, is an effective unit of the University.

Program

The objectives of the FAMU Letters Program are to provide effective instruction in Freshman Communications and other lower-level English courses for the University's undergraduate enrollment and to provide a sound program of advanced study in English for its majors. It is a largely traditional English program. Other than the teacher certification alternative, the curriculum reflects traditional course offerings with no specified concentrations or options. The Department has recently expanded the curriculum by adding three courses: a course in the history of the English language, a computer course, and a senior seminar which varies in content; however, a greater diversification of junior and senior level courses would be desirable.

The goals of the program are well defined and achievable, and the Department is generally meeting its objectives. It is clear that both the Department's faculty and the University's administration have a thorough understanding of the central role of the Letters Program in the mission of the institution. Unfortunately, there exists a disparity between the University's understanding of the program's role and its ability to provide the resources the Department needs. FAMU's doubling of its enrollment during the past five years, for example, reflects a strength of the University, and such an achievement is certainly a credit to the institution. The rapid growth of the University during this short period of time, on the other hand, has impacted the Department both positively and negatively.

With the University System's increasing of the minimum SAT scores for admission from 840 to 900 in 1985, the academic preparation of students taking lower-level English courses has improved; and the Department's shift from a modular instructional system to a lecture-discussion method with in-class timed writing assignments has been effective. Additionally, the reduction of the hours of Freshman Communications courses from four (4) to three (3), the decrease in the Gordon Rule requirement from 9,000 words per semester to 6,000 and the Department's implementation of quality control measures to insure better student performance have resulted in more accountability and flexibility in instruction. Other positive developments have included an increased demand for Honors English, Improved Writing, and Introduction to Literature courses. In fact, the tremendous increase in student enrollment has generated such a heavy demand for lower-level courses that it has limited the Department's ability to meet the needs of its major program. Further, the rapid growth in student enrollment may also have placed many of the University's recent gains in CLAST performance in jeopardy. This increase in students has produced a heavy demand for Freshman Communications courses, resulting in an increase in the average class size from 22 in 1985 to 30 in 1990.

Approval of additional faculty positions for the Department has not kept pace with the growth in enrollment, a situation that has produced a serious faculty shortage and a continuing excessive reliance on adjunct faculty who teach 27 percent of composition courses and 22 percent of all courses in the Department. Additionally, the growth in enrollment has affected teacher workloads, resulting in many teachers being assigned four composition courses and as many as 115-125 students per semester, both of which exceed the guidelines of the Association of Departments of English (ADE) and the National Council of Teachers of English (NCTE). ADE and NCTE guidelines specify that (1) no more than 20 students should be permitted in any writing class, (2) no English faculty member should teach more than 60 writing students a term and (3) no full-time faculty member's load should be composed exclusively of sections of a single course.

The increase in the size and number of Freshman Communications and other lower-level courses has further exacerbated the Department's classroom space shortage. Many lower-level English courses are often 30 or more students in size but required to meet in classrooms designed for 15-20. Further, English classes have to be scheduled in several buildings, affecting both the hours classes can be scheduled and the scheduling of faculty. Because of acute space problems, the Department must schedule some classes in the evening, not because of student demand but of necessity. The increased instructional demand at the freshman and sophomore levels and the shortage of available classrooms has also adversely affected the upper-level program. Students report that the scheduling of some upper-level courses conflicts with the scheduling of some College of Education courses, necessitating sometimes that they wait until the next year the course is offered.

The instructional demand at the lower-level also hampers the Department's effective utilization of the diverse and specialized training of its faculty. Faculty members who have specialties in American or African-American literature, for example, are rarely afforded the opportunity to teach courses in their specialties; and faculty pursuit of research and other Departmental activities may have been impeded. Similarly, the heavy instructional demand at the lower-level has retarded further development of the English major, although the Department is currently considering additional courses, i.e., courses to refine students' skills for graduate study and to internationalize the curriculum.

Some attention needs to be given also to recurring issues in the major program of study. According to the Departmental check sheet, students majoring in English are required to take only the first part of World Literature, LIT 2110; and they would probably benefit from taking the second course, LIT 2120, although the Department's checksheet and the catalog show discrepancies in listing the courses variously as an Approach to Literature I and II and Introduction to Literature I and II. Since students are raising issues about the relevance of taking English history, there may also be a need for reevaluation of this requirement. Some approaches to literature assume, for example, that literature must be taught and understood as a part of the social milieu in which it was created. Since there has been little new program development, there is still a need to consider greater diversification of the Department's curriculum, i.e., more author and period courses and electives. The program needs, and students have expressed interest in, a course in creative writing, and with the recent developments in the theory and practice of teaching writing, a course in the teaching of composition is also desirable.

Although the Department of Languages and Literature currently houses the foreign language program, Board of Regents approval has been granted for the separation of the two programs and the establishment of a separate Department of Foreign Languages. The separation of the two programs is facilitated by an increased demand for foreign language courses and the University's procurement of a National Security Administration grant to establish a translation center. When the separation is effected, therefore, it should decrease the administrative responsibility of the chairperson and provide more time for the Letters Program. Additionally, the Letters Program will also transfer the responsibility for instruction of non-native speakers of English to the Department of Foreign Languages, including the one-hour course ESL 0049 now taught by English faculty. Since the Department and the University have continued to experience difficulties in meeting the needs of non-native speakers, the new Department of Foreign Languages will develop and implement an English as a Second Language program.

Faculty

The faculty of the Department of Languages and Literature is diverse, well trained, and above all, highly dedicated. It consists of twenty (20) full-time faculty members and seven (7) adjunct faculty, four of whom are more or less full-time. While the University's administration is aware of understaffing in the Department and has allotted additional faculty positions as they have become available, the growth in student population has rendered the increase in faculty positions negligible. Consequently, the program continues to depend heavily on adjunct faculty to meet instructional needs on the lower division. The excessive use of adjunct faculty, composition workloads of faculty members, and over-subscribed classes reveal collectively that there is an acute need for an additional 10-12 faculty in the Department. The Department and the University should, therefore, develop a plan to increase faculty in the Department.

There do not seem to be any glaring imbalances in the Department's ethnic diversity, tenure and rank. There are noticeable inequities in faculty salaries, however. The salaries of faculty with longevity in service have not been adequately adjusted over the years, producing inequities between the salaries of new faculty and faculty with years of service. Further, compared to other FAMU departments and departments of English at other universities in the system, the salaries of the FAMU Department of Languages and Literature faculty are low. The University's administration acknowledges the salary inequities and plans to address them as future resources will allow.

As might be expected, heavy faculty workloads in the Department, particularly at the Freshman and Sophomore levels, are also affecting faculty teaching and research. Since there is a heavy teaching demand on faculty, most of their efforts are understandably devoted to teaching, and the Department's faculty is loyally devoted.

The same level of effort cannot, therefore, be devoted to research and service. Despite inappropriate teaching loads, however, a substantial number of the Department's faculty is involved in state, regional and national organizations. Since the 1986 Letters Program Review, four faculty members have earned Board of Regents, National Endowment for the Humanities or McKnight grants to do research or complete advanced training. Faculty resumés further attest to the productivity of some faculty in research and publication. From the size of the faculty and the Department's allocations, however, it is clear that additional funds should be allocated to the Department for travel and faculty development.

Students

Within the past five years, the number of students majoring in English has increased by more than 300 percent, from 34 in 1987 to approximately 150 in 1991. There continue, however, to be discrepancies between the number of majors and graduates reported by the Department, the Registrar's Office and BOR, apparently due in part to a time lag in processing transfer students and changes of majors. The Department's admission criterion is the same as that of the University: an overall "B" average in high school academic subjects or a 900 SAT or 19 ACT score. In cases where students do not meet these standards, they may apply to the University Admissions Committee for special consideration based on other criteria. Both the SAT and ACT scores of students majoring in English, however, have increased in recent years. English majors seeking teacher certification must also meet additional legislatively mandated criteria for admission to the College of Education, although the students remain in the Department of Languages and Literature. Transfer students admitted to the University are also accepted by the Department. As we have mentioned, the number of students transferring to FAMU from community colleges is relatively small. With the phenomenal growth in the number of majors in the Department, resulting both from incoming students and changes of majors, retention of graduates is not a problem. In fact, the rapid increase in the number of majors has precipitated the faculty's preliminary discussion of limiting access to the major program, although such may yet be premature. Student activities, i.e., Literary Guild, guest lecturers and field trips, however, do help reinforce the objectives of the program and improve retention.

The Department's recruitment efforts thus far have generally coincided with the recruitment activities of the

University; however, there may be a need for the Department to develop its own recruitment strategies, especially if it desires to implement limited access. Limited faculty time for other Departmental activities is cited as the major obstacle in development of aggressive recruitment efforts. Similarly, faculty workloads have impeded the Department's development of systematic procedures for follow-up of its graduates. Nonetheless, the Department has made an effort to monitor the placement of its graduates. The number of graduates has tripled in five years (three in 1985 and nine in 1990), and sixteen graduates are projected for 1991, eleven with teacher certification. Graduates of the program are gainfully employed as teachers and in other professions or they have been placed in some of the nation's best graduate schools. The program has been only minimally successful, however, in attracting white students.

Facilities and Resources

Since the previous Letters Program Review, the University has increased the resources which support the Department of Languages and Literature. In addition to the two secretaries, the cadre of student assistants has been doubled. Increased OCO funds have provided a copier and two computers to facilitate administrative activities and to support instruction. The College of Arts and Sciences has established a Mini Computer Lab (eight computers) in Tucker Hall, and both faculty and students have access to the lab. Although there has been a significant improvement in the resources to support the Department of Languages and Literature, additional resources are needed. FAMU has recently completed the renovation and expansion of its library, producing a first-rate facility. The library resources to support the Letters Program, however, continue to be inadequate, necessitating an increase in the Department's annual allocation to upgrade the collection. Though well equipped with resources, the Writing Lab serving the Department and the School of General Studies is inadequate to support both programs, especially composition instruction in the Letters Program. Similarly, the Mini Computer Lab in Tucker Hall is inadequate and should be expanded since the computer has as yet had essentially no effect on the way composition is taught or on the way students write their papers in English. The Letters Program has mandated a computer science course for all of its majors, and access to computers will be a necessity. Given the developments in word processing and the current use of computers in composition instruction, the Department should probably consider development of its own electronic data processing lab to support instruction in the Department. More equipment, especially audio-visual, is also needed to support instruction.

The most acute need in the Department of Languages and Literature is facilities, both classroom and office space. Currently, English classes have to be scheduled in several buildings on the campus, and classes of thirty (30) or more students are required to meet in some Tucker Hall classrooms with the capacity for 15-20. The space shortage also requires that the Department offer a more than the normal number of courses during the evening. Further, the doubling and tripling of faculty in small offices may impede such instructional activities as advising, conferencing and counseling of students. The administration acknowledges the Department's dire need for more classroom and office space and has developed a plan to remedy the problem. Accordingly, its five-year plan projects a new College of Arts and Sciences building in which the Department will be housed.

Response to Previous Program Review Recommendations

It is evident that the University and the Department of Languages and Literature have made a concerted effort to respond to the recommendation of the 1986 Letters Program Review. The academic and administrative responsibilities and lines of authority in both the Department and the School of General Studies have been clearly delineated, and all credit-bearing English courses have been assigned to the Department. Further, there is mutual cooperation between the Department and the School of General Studies in the operation of the Writing Lab and the teaching of Freshman Communications courses. Overall University recruitment, including the publication of brochures, has improved tremendously and has resulted in the near doubling of the University's enrollment and the tripling of the Department's enrollment. The Department itself has been able to initiate only limited recruitment activities, citing lack of release time from academic duties. The Department has received increased equipment support, including acquisition of two copiers and two computers, and faculty and students have access to the Mini Computer Lab in Tucker Hall. The problem of inadequate office and classroom space, however, has not been resolved.

Only minimal curriculum changes have occurred in response to previous recommendations; these have included the implementation of a history of the English language course, a required computer course and a senior seminar. The Department is planning additional changes; however, excessive faculty workloads in writing courses have impeded further changes. The Department has established logical instructional sequences for its composition courses. It is very far, however, from being able to attain the 22:1 teacher-student ratio in composition classes. The implementation of a recommendation to consider a combined B.A.-M.A. program in teacher education has not been feasible, mainly because of a lack of funds to provide scholarships. Efforts need to be continued, however, to insure that FAMU produces black graduates annually who can join the state's cadre of black teachers.

Strengths, Needs, and Recommendations

There are several readily discernable strengths of the FAMU Letters Program. Though traditional, the Department has a sound English program. Primary among the Department's strengths also is its well trained, diverse and dedicated faculty, some of whom are involved in professional affairs at the state, regional and national levels. Another strength is the program's majors, whose academic preparation and numbers have improved. Moreover, as attested by the University's CLAST performance and other external measures, instructional effectiveness is one of the most important strengths of the program.

The Department has critical needs in several areas. There is an immediate need for reduction in the number of students enrolled in sections of writing courses and in the number of sections of writing courses that some faculty teach. Consequently, there is a need for additional faculty, an estimated 10-12 positions. As critical as any of the Department's needs is the need for additional facilities, both classrooms and office space. Important but less critical needs include salary equity, greater diversification of the majors program, and additional resources to support instruction.

Specific recommendations for the University administration include the following:

1. To provide adequate classroom space for Letters Program instruction and office space to house the Department's faculty.

2. To develop a systematic plan to increase the size of the Letters Program faculty by 10-12 positions, in order to reduce faculty workloads and over-subscribed classes and to use fewer adjunct faculty.

3. To implement a plan to increase salaries in the Department and to remedy existing inequities.

4. To place the existing Writing Lab under the auspices of the Department of Languages and Literature to support writing instruction; or to develop and equip another electronic data processing lab to support writing instruction in lower-level English courses.

5. To provide additional funds to improve the Letters Program library resources, instructional support services and faculty development.

Recommendations for the Department are:

1. To limit enrollments in writing courses to no more than 22.

2. To observe ADE and NCTE guidelines in assigning all faculty work-loads.

3. To reconcile the discrepancies in the titles of LIT 2110 and 2120 as listed in the catalog and on the Department's checksheet.

4. To work closely with the College of Education to avoid course-scheduling conflicts for teacher certification majors.

5. To develop and implement jointly with the College of Education a course in the teaching of composition.

6. To add a course in creative writing.

7. To achieve greater diversification of the major program by adding author, period and other specialized courses.

8. To work more closely with the Registrar's Office in reporting and maintaining accurate statistics on the enrollment and graduation of majors.

9. To develop strategies for recruitment of majors and follow-up of graduates.

The University of South Florida

General

The second largest university in the SUS, the University of South Florida (USF) is described by the current Provost as "a research institution that cares for its students." The concern for students is certainly manifest and well documented in the English Department, whose faculty is widely recognized within the University as dedicated, conscientious, and supportive; the Department has long been known, in fact, for excellent teaching, a tradition that continues undiminished. At the same time, even as the Department has been faced with burgeoning enrollments, especially in its many writing and its increasing number of graduate courses, the recent loss of five faculty positions, and excessive demands on several of its faculty to direct theses and dissertations, research productivity and publication have increased impressively. Clearly, part of the Department's considerable potential has begun to be realized though this may not be widely enough recognized in the University. Whether or not it is as good as it thinks it is, the English Department at USF may be better than others in the University believe it to be. With programmatic pockets of strength and some individuals of distinction, the Department is good. It is also, in certain respects, a Department which has yet to utilize its imagination and creativity in order to fully develop.

Program

Real (and increasing) strength marks the Department at the freshman and the graduate levels. Up-to-date and generally flexible methods and procedures characterize the freshman English program as well as other aspects of the Department's heavy investment in and commitment to writing courses, including technical and professional writing at the upper-division levels (the Department currently offers some 200 sections of writing courses a year). The programs benefit considerably from the involvement and expertise of Departmental administrators specially trained in composition and rhetoric (not the case everywhere). The freshman English program, as well as the TAs and Adjuncts who provide the instruction, would surely benefit from involvement by senior and tenure-track faculty in the teaching of first-year courses, in which none of them is presently engaged, although they determine policy, including the selection of required texts.

At the junior-senior and graduate levels, the curriculum is broad and attractive, reflecting a wide range of courses covering the historical periods, the genres, composition and rhetoric, and (more and more) critical theory (including deconstruction, feminism, and Marxism). Indeed, the Department now effects an excellent integration of criticism and theory courses among its offerings, as many as six a semester in a total of seventeen or eighteen bearing graduate credit. A highly successful though quite new program in composition and rhetoric (a track at the M.A. and a specialty choice at the Ph.D. level) is at once attractive to students (even on the national level), conducive to better teaching by TAs, and indicative of directions for the Department's future growth and development. Surprising, though, is the absence of creative writing courses at the graduate level; such courses, which can be seen as related if not crucial to composition programs, are enormously attractive to students, serve the interests and needs of the larger community, allow for a special perspective on the making of literature, and so create unique opportunities.

The Department advertises its graduate course offerings through specially prepared descriptions but has hitherto neglected to publish accounts of its undergraduate courses. It has clearly been devoting its attention, efforts, and resources to writing courses and graduate courses. Perhaps as a result, it lacks a cohesive program for majors, now numbering around 300. It seems frustrated by, as well as relatively inattentive to, its upper-division students.

The quite recent consolidation of several departments and even colleges into the College of Liberal Arts and Sciences is regarded by some members of the English faculty with suspicion, alarmed that their historically under-supported department will suffer from increased competition for funds. Articulation with community colleges, on the other hand, particularly those in the Tampa-St. Petersburg metroplex, continues strong and positive. The Department draws heavily for its students from two-year institutions. Students from the Community Colleges (CCs) appear welcome at USF as well as successful.

Faculty

From the beginning, the English faculty at USF has been committed to strong and effective teaching, and it now performs yeoman's service on examination, thesis, and dissertation committees, the tremendous expansion of the graduate program placing excessive burdens on teachers much in demand (for example, one person is now directing seven dissertations and serving as reader on seven others; another is directing six dissertations while reading seven others; and still another is reading six theses and twelve dissertations while directing two doctoral projects). Such conscientiousness and indeed, sacrifice cannot long continue without a deterioration of quality of service, further impairment of morale, and a decline in research activity. Not all members of the faculty carry the burden of graduate instruction, but often it is the ones who do that also bear the burdens of writing and research productivity. At present, then, the workload is by no means evenly distributed. Moreover, is it clear that the reward system is fair at least as far as formal teaching load is concerned.

Recent years, the past five or so especially, have seen the English faculty progressively more involved in presenting professional papers and publishing scholarly as well as critical-theoretical and "creative" work. The addition of able young faculty has contributed not a little to this productivity; it has also stirred, one supposes, older faculty, a process abetted by the welcome arrival of a distinguished and prolific Eminent Scholar, regarded as encouraging and assisting his colleagues in these professional endeavors.

Despite the heavy and in some cases excessive demands for teaching, advising, mentoring, and direction, the faculty as a whole continues to exercise its obligations and responsibilities for service on committees in the College and the University and at regional and national professional levels, its members increasingly being called upon to participate in and exercise judgment on editorial and evaluations boards.

Whether or not desirably balanced in terms of gender, the English faculty is notable for the representation of minorities: at present, though there are no Hispanics, there are four Black faculty, two female, two male. Significantly, two of the Departmental administrative positions are occupied by Black females (a third by a white female).

Students

English Department courses are, to say the obvious and the least, in great demand. This is true of the required freshman courses, of Gordon-Rule courses, certainly of all writing courses of whatever nature and kind, and of graduate courses. Interestingly, to take this last point, as the Department has (responsibly) raised admissions standards, the number of graduate applications has risen sharply, with a corresponding increase in quality. Indeed, composite GRE scores have risen by some 120 points. In fact, enrolled graduate students include some with a perfect 800 on the Verbal test.

In recent years, graduate degree production has remained stable and will likely increase with the influx of new students. Placement of Ph.D.s in academic positions has largely been successful, a high number of students finding employment in a tight job market (some at Florida CCs but others at institutions such as Juniata College, Georgia Southern, the University of Idaho, and Montana State).

Students are clearly attracted to USF not only by its location and its climate but also by its academic and professional strengths, particularly its rhetoric and composition opportunities, effectively promoted in and by the **Journal of Advanced Composition,** edited and published locally.

Facilities and Resources

The USF library, its conditions and possibilities, continue to be a source of considerable if not major concern in a department significantly dependent on its resources and services. To cite the Department's self-study report, specific problems include "the current protracted freeze on new journal subscriptions," a "highly unsatisfactory" Regional Exchange (REC) system, and inadequate staffing particularly at the lower levels, a situation that results in serious cataloguing and shelving backlogs. In general, as one advanced graduate student put it, the USF library is "marvelously spotty" in its holdings.

Thanks to a "generous" one-time OCO allocation (the assessment of the Department Chair), the Department has been able to provide computers for just about every tenured or tenure-track faculty member who wants one. The writing lab, however, staggers under the punishing burden of outmoded equipment. The Department desperately needs, for effective instruction in the highly desired area of technical writing, classrooms equipped with computers and a variety of software.

Space at USF is at a premium, particularly offices for Teaching Assistants (TAs) and Adjuncts. At present several TAs, as many as three to five apparently, share a small and cramped office; so desperate is the situation, indeed, that not everyone assigned to an office even has a desk! The Adjuncts seem, if anything, even worse off, having all together no more than two small and severely cramped and restrictive offices. That none of the TA or Adjunct offices comes equipped with a telephone makes the situation all the worse.

A Department whose courses are in such demand and that consists of some 100 teachers, "interfacing" daily with "the public," obviously requires and is dependent upon a responsible, able, and dedicated support staff. In the English Department, that staff consists of only four persons, who, though able, responsible, and dedicated, can by no means fulfill the considerable demands placed upon them. Five years ago, to recall the last evaluation of USF, it was recommended that an additional clerical position be awarded to the Department. With the subsequent growth of and demands on the Department, such a position is an essential requirement as a first step towards reasonable support.

Response to Previous Program Review Recommendations

The Department has responded to the 1986 system-wide recommendations as well as to local ones. For example, it has updated and increased the number of theory courses in its curriculum. Recommendations specifically addressed to the English Department concerned its upper-division and graduate programs. As a result, some attention has been given to "the needs of English majors for effective career counseling, placement in internship programs, and job services." The Department's self-study report contains this response: "We have attempted to work more closely with the placement and co-op offices. But . . . it is difficult, in an urban setting, to keep in touch with our students out of the classroom. We have been more successful in establishing informal internships for our Professional Writing students." About the then-fledgling graduate program, the evaluators five years ago recommended that it be "expanded and administered with more rigor and attention to detail." In the intervening period, the program has grown impressively in both size and quality (there are some 150 M.A. and Ph.D. students in English, plus 50-65 in English education). The program is now administered by an experienced, able, and energetic director, effectively working with the Graduate Committee. Together they are, among other activities, engaged in revising the student handbook, clarifying policies and practices affecting graduate students, and revising M.A. thesis and Ph.D. dissertation procedures and expectations (i.e., for the former, the requirement of a publishable article, for the latter a manuscript submissable to the USF Press, the laudable aim in both cases being work that is something other and more than an academic exercise).

The other recommendations five years ago were addressed to the University or to other units within it. The Department evidently believes that the quality of the library has improved, though its holdings remain spotty, inconsistent and, in general, substandard for a Ph.D. department. Little if anything has been done by the University to provide additional and badly needed office space. Nor has the University provided the recommended and critical fifth clerical position for the Department. Worst of all, and the issue most on the minds of English faculty, there has been a significant loss of faculty lines despite the recommendation to provide additional faculty.

Specifically, the 1986 recommendation was that the University "pursue with sustained vigor the appointment of several tenure-earning faculty in English, beginning with medieval and early American literature and then moving to strengthen rhetoric and pedagogy." In the event, the Department has added one faculty member in early American, one in the Romantic period, and one in creative writing while it has suffered a net loss of five faculty positions over the past eight years.

Program Strengths, Needs, and Recommendations

As noted earlier, the Department has impressive strength in teaching at all levels, junior and senior faculty alike appearing conscientious and dedicated, frequently bearing considerable burdens in directing theses and dissertations. While its commitment to excellence in teaching remains undiminished, the faculty has recently shown increased involvement in research and writing. The arrival of the DeBartolo Chair has swelled considerably the Department's list of publications, as well as markedly increased its visibility. The presence of able and active younger faculty has also increased the Department's research productivity. But not to be slighted is a renewed professional engagement by established faculty.

The graduate program is, by all indications, vigorous and strong, as well as ably administered. It is the part of the curriculum now receiving the most attention, though writing courses at the beginning and junior-senior levels receive considerable attention as they are in great demand and seem well served by supervised TAs, Adjuncts, and (except at the freshman level) tenured or tenure-earning faculty.

In an impressively short time, the Department has developed a rhetoric and composition program with the potential to be one of the best in the nation. The happy presence at USF of the **Journal of Advanced Composition**, now a well-respected and indeed major publication in the field (thanks to the entrepreneurial skills of its able and energetic editor), is a strength difficult to overestimate; it gives the Department and the University wide exposure and serves to attract students, offering some the opportunity for valuable editorial and other publishing experience. With an internationally known scholar in the DeBartolo Chair, the Department enjoys strength in the eighteenth century as well.

In light of such circumstances, it is not surprising that a sense of professionalism may be felt in the Department, reflected in the commitment to graduate education and in the increased engagement in research and writing. Such professionalism is certainly welcome and deserves recognition and reward though a caveat or two may not be deemed inappropriate. As desirable and perhaps needed as the new commitment to graduate education is (it was recommended in the previous evaluation), it should not come at the expense, or to the detriment, of either the freshman or the majors program.

Some concern exists that professionalism is being achieved at the expense of genuine intellectual inquiry and exploration, pragmatics said to be winning the day. In line with this, the new emphasis on publication may need to be rethought, for publication should not be an end in itself nor merely a means of self-aggrandizement. Publication to gain attention is merely crass; publication to share the results of research, thinking, and exploration, stemming from love of writing, transcends professionalism to become service.

Specific recommendations follow:

1. The University should restore faculty lines recently absorbed and the Department encouraged to hire in 1991-92 at least four tenure-earning faculty, not all of whom would be at the entry level. The fields needed to restore the basic integrity of the Ph.D. program are medieval and modern. The remaining new faculty might come from among rhetoric and composition, creative writing, and critical theory.
2. Concerted efforts should be made to stimulate discussion and promote exchange of ideas. The Department should be encouraged to cooperate with other departments within the new College of Liberal Arts and Sciences.
3. Particularly important, within the Department, is cooperation between critical theorists and the composition and rhetoric faculty, who stand to gain from dialogue and engagement. The Department would benefit from the hiring of additional faculty able to bridge the gap between these

important and productively related subfields. At the same time, the Department might be encouraged to consider the relation of "creative writing" to composition studies.

4. Creative writing courses should be available at the graduate level. Probably another writer, perhaps a "nonfictionist," should be added to the faculty.

5. The Department should give immediate, careful, and sustained attention to its program for English majors and attempt soon to devise a coherent major.

6. The Department should immediately begin preparing and making available individualized and full descriptions for its undergraduate courses, as it does for its graduate courses.

7. Tenured and tenure-earning faculty should be more involved in the teaching of freshman English.

8. The Department needs and requires an additional clerical position.

9. On a trial basis, of at least three but no more than five years, the Department should institute a differential teaching load. In the present situation, it may not be possible to effect a basic load lower than 3/2. Those faculty who are not actively engaged in publishing and directing graduate work would have a 3/3 load. Those who are unusually and demonstrably involved would, on a competitive and accountable basis, have the possibility of a course reduction in a given semester, the determination being made by the Chair. Junior faculty should expect consideration for reductions.

Florida Atlantic University

General

Florida's Master Plan for the State University System alludes to the rapid growth in the area served by Florida Atlantic University (FAU) and describes FAU's mission, "As an integral part of its emerging comprehensive character, which will seek to bring broader international dimensions to its activities through the development of undergraduate programs in all colleges and graduate and research activities in the arts, humanities, and social sciences" (p.28). While making demographic predictions that FAU's 1988 service-region population of 2.2 million will increase to 3.8 million in the next two decades, the Master Plan reminds constituents that "The changing demography of the region has resulted in more minority student enrollment and an exceptionally high demand for programs to meet the needs of nontraditional students seeking higher education as part of the process of life-long learning....This growth has been, and will continue to be, marked by a high degree of cultural and ethnic diversity...." The Department should expect to play a major role in educating this new population for literacy and learning at both undergraduate and graduate levels, and (it might be argued) offer a greater diversity of non-traditional options than now exists within its programs.

The Department's self-study states that its goal is "to teach students to write clearly and to think independently, and to acquaint students with the widest possible range of literary subjects that we responsibly (given our small faculty) can offer." The words in parentheses may be an acknowledgement of a lack of progress toward improving the richness of its programs, even though to the Department's credit, recent appointments to the faculty have included members with strong credentials and experience in African-American studies, creative writing, women's studies, and comparative world literature, and despite the fact that some senior faculty possess strong backgrounds in non-traditional fields such as American Indian literature, fantasy and science fiction. If the many exciting new fields now available to students only in the "movable feast" portion of the curriculum (courses with a changing content from one semester to the next) could be "canonized," that is, permanently established in regular rotation and advertised to students well in advance of the semester of offering, the unique specialties and diverse intellectual resources of the Department could be utilized more fully than they are now. Instead, the canon has not been much expanded beyond standard fare in British and American literatures, giving too little evidence of the faculty's diversity and of the fact that departments of English elsewhere in the system and nationwide have begun translating U.S. membership in the global community into exciting and rigorous curricular tracks and programs in multilingual, multicultural, interdisciplinary areas as well as basic programs in British and American literatures.

The Department of English and Comparative Literature is not perceived by the higher University administration as being in a healthy condition at the present time. Its voice is fragmented, its goals are unclear, and its programs are viewed as showing the effects of a lack of will or lack of agreement to accept change. In turn, the Department blames outside forces including the dean and other departments for its predicament. Whatever the causes, a factor in this standoff is a lack of organization and splintered leadership internally, together with a paucity of entrepreneurial spirit that might lead the Department to take more responsibility for its own development as a major player in the University's present and future. There is great potential here for a strong and unified response to the University's needs, which are ultimately the students' and the State's needs. The Department will have to regain control of itself first, before attempting to control outside pressures that some members perceive as forcing them to respond to agendas detrimental to high standards and their own professional ideals.

Program

Both the undergraduate and graduate programs are thin. To make up for a paucity of standard courses, graduate instruction relies too heavily upon such one-on-one modes as directed independent study, independent study, and thesis advisement. In the right mix this can be a desirable form of instruction, but hardly wise or affordable given the straitened circumstances of faculty staffing. Stronger admission standards to the graduate program, in keeping with other graduate programs University-wide, would provide smaller numbers of students, perhaps, but opportunities to offer more options to students accepted into the program. Better direction of graduate students by more of the Department members qualified to participate in planning and administering graduate offerings could also result in regular rotation and cycling of strengthened offerings with greater range of literatures as well as depth, giving students and faculty more options and course choices and reducing the reliance on ad hoc independent study courses.

Two courses are required for all M.A. students: History of the English Language and Principles and Problems in Literary Study. Beyond these, 16 elective credits and a six-credit thesis are required. The thesis requirement is popular with students and faculty and is seen as an indicator of program quality, since other teacher-preparation routes within the University do not require it. Most of the completed theses were written on major British or American authors.

Undergraduate students entering as freshmen must complete 42 hours in English, including 6 credits of freshman writing, 6 in survey, 3 in one author, 12 in literary historical periods, 15 in English electives. There are no lower-division courses other than freshman composition. All but two of the required literature courses are at the 4000 level. Students transferring from community colleges as juniors must complete 30 credits at FAU, the only difference between graduation requirements of transfers and "native" students being the 6-credit survey required of students entering as freshmen, which may be made up by two additional courses in the major for transfer students lacking the survey. Better curriculum planning is needed at the undergraduate level. Since few of the tenure-track faculty teach in the freshman composition program (ENC 1101-1102), the absence of adequate lower-division undergraduate offerings in English and comparative literature cannot be traced to excessive loads of freshman writing. There are, as we have noted, few offerings at any level in newer fields that can no longer be called "non-traditional," African-American and women's studies, nor in some of the newer area studies that will be handled by secondary teachers who make up the bulk of their graduates. Newer developments in curricula appropriate for English departments critical theory, rhetoric, non-traditional area studies, interdisciplinary studies and comparative literature (defined either as world literatures read in English translation or literatures of non-English cultures read in English and one or more foreign languages) are not well represented in either graduate or undergraduate offerings. A mechanism for regular and consistent feedback from the schools would provide ideas for new program development in degree areas which serve as teacher preparation, now a major clientele served by the Department. The number of courses being offered at the appropriate levels is inadequate to meet the demands of a full undergraduate English major or M.A. The published schedule of Spring 1991 offerings shows 36 sections of first-year composition, mostly assigned to adjuncts (8 of 1101 and 28 of 1102, including eight sections utilizing computer-assisted instructional techniques and equipment); no courses at the 2000 level; three sections numbered 3000+ (the two-course British-writers survey and one course in contrastive phonology staffed by the Department of Languages and Linguistics, primarily serving foreign language majors); 13 sections numbered 4000+ (two of these are sections of a Gordon Rule course, Advanced Exposition); five sections numbered 5000+ (two graduate seminars in Chaucer and Burns respectively, one creative writing, one Shakespeare, one Fantasy); and 13 sections at the 6000 level (including seven independent study, five master's thesis direction). The only two specified-content courses offered this spring at the 6000 (M.A.) level are Principles and Problems of Literary Study and History of the English Language.

Of the 29 undergraduate courses in the undergraduate catalogue listed above 1101-1102, only five--two British writers surveys (3000 level), the two 4000-level Gordon Rule courses and one other 4000 level course-are marked with the asterisk signifying "course--are graduate students," explaining why, in the absence of a lower division, the bulk of instruction by tenure-track faculty is done at the 4000 level, in courses to which both undergraduates and graduate students are admitted. This state of affairs has resulted in overuse of the independent-study option, with graduate students sitting in undergraduate courses instead of having some of the same courses presented at the graduate level, with limited accommodation of selected undergraduate majors admitted to the graduate courses. Better advisement of fewer students following a planned program of graduate study, rather than ad hoc scheduling, together with wise rotation of courses at the proper levels and faculty resources, should obviate the need to fear cancellation of judiciously scheduled 6000-level courses, even when small.

Five areas within the Letters program involve the integration and coordination of English with other schools and departments. Each of these areas is examined in the forthcoming discussion.

The Master of Arts in Teaching (with Education) is an option rarely taken by English graduate students. Since the degree does not, of itself, lead to certification, Department advisors normally counsel students into the M.A. program, most of whose graduates earn certification through the Department of Education and teach in secondary schools. The M.A.T. program has graduated one student each year for the years 1987, 1988, 1989.

The graduate option in Comparative Literature (with Languages and Linguistics) was begun as a cooperative venture by the Department of English, but there has been little evidence of integration or cooperation between the two departments within recent history, and communications are at a standstill. The previous dean appointed a director for the program from the Department of Languages and Linguistics. The title "Comparative Literature" is still in force as part of the official title of the University's Letters department, but has little meaning in regard to the College's graduate program in Comparative Literature for which collaboration of the two departments is advertised but not real. The required entry course, Introduction to Comparative Study of Literature, attracted 7 English majors when it was offered in Fall 1990, evidence of student interest. But English graduate students described difficulties finding reliable advisement about the program within the English Department.

Writing across the curriculum (with Communications, all departments) has since the last program review become a major activity. The Department has retrieved the freshman writing program from the Department of Communications. Courses in film are still the purview of Communications. ENC 3200, Business Communication, is now taught by the business faculty or other staff, listed in the Spring 1991 schedule as being offered by

FAU's College of Arts and Humanities only at the Broward Community College (BCC) campus. Writing courses do not appear in any catalog listings for FAU's College of Business. ENC 3314, Writing for Communication, is staffed by the Communications Department. There is no permanent director of the writing program University-wide and no College-wide director of writing across the curriculum. The directorship of the College's writing lab, now utilized by several other departments as well as ENC 1101-1102 adjuncts, is still in flux, and does not now reside in the English Department.

B.A. with Secondary Teaching Certification in English (with Education) accounts for the students who enroll in the program to a double major in English and in Education. The literature and writing courses required are taught by English Department faculty. The College of Education provides instruction in Special Methods-English, Teaching Language Arts in Middle School, Teaching Secondary Language Arts, as well as other required education courses, including 90 hours required in field experience. Student teaching supervision of English majors is done by the College of Education (6 interns in Fall 1989, 13 in Spring 1990.) The English Department chairperson is the official link for communications with Education and meets regularly with faculty responsible for majors seeking add-on certification as teachers. One Department member now assigned to Davie has been a link with Education because his advanced degree was in that field. There is no formal vehicle for communications between the English Department and the schools.

English as a Second Language (ESOL) is not a direct concern of the Department, which refers non-native speakers to Continuing Education or community colleges. The Department of Teacher Education offers an add-on certification program leading to ESOL endorsement, which may be added to another major. (We were informed unofficially that the chairs of the Departments of English and Languages/Linguistics and a professor of linguistics have been working with the ESOL program director on plans for a master's degree in ESOL).

As in other universities in the SUS, there is no mechanism at FAU for official and systematic communications between the Department and feeder community colleges. Faculty mention their awareness that better communications once existed, but that the deterioration seems to have been as much a part of community college faculty defensiveness as any factor within the Department. However, the Department does have a unique relationship with some community college teachers whom they have advised and taught as students in the FAU program. The quality and performance of transfers from community colleges, who comprise the majority of English majors, is high.

Faculty

The fourteen tenure-track members of the Department are overburdened with their teaching and advising loads. (As we noted above, the situation at the graduate level would be improved somewhat if the Department were to cut back on graduate enrollments by following the same standards of admission to its M.A. program as are observed by other departments in the University.) The faculty seems dedicated to its students. The personal quality of regard for students has resulted in a warm, even affectionate relationship between individual professors and their students. The process for evaluation of teaching seems adequate. A remarkable volume of faculty publication has continued to characterize the Department, even at a time of high demand for teaching and student advisement. Through a judicious combination of University-sponsored awards, outside summer fellowships and grants, as well as reassigned time arranged for members by the dean, many faculty have taken advantage of FAU centers abroad or time at home to work on their own research projects. Since the last review, six Department members have published eleven books, with others in progress or in press. Others have been active in publishing research and creative writing in journals and anthologies.

Departmental service to students has been recognized by several University and College awards for excellence in teaching. As a whole, however, the faculty may be somewhat less active in other forms of service to the University and College community outside the Department. Even within the Department, an eventual reorganization will recognize the need for broader participation by more Department members in graduate teaching and advisement, and in-service as Departmental coordinators or directors of the scattered aspects of the writing program, undergraduate comparative literature and interdisciplinary studies, teacher preparation, as well as in managing the graduate program in Comparative Literature that is shared with the Department of Languages and Linguistics.

Every tenure-track appointment made in the Department since 1973 (including the filling of two new positions since the last review) has been of women or minorities. Presently, 14 tenure-track positions, one of them a half-time administrator shared with History, are occupied by 9 males and 5 females, one of whom is an African-American woman. A Visiting Associate Professor, male, occupies a full-time, non-tenure track position in the Department. Affirmative Action search procedures are strictly enforced, and all searches for tenure-track positions are approved by the University's office of Affirmative Action.

Students

A total of 183 students were enrolled in the B.A. program in Fall 1989: 8 from FAU lower division, 72 from out-of-state or another Florida state university's lower division, 78 from Florida community colleges (52 with AA degrees), 14 from Florida independent colleges, and 11 foreign students from 9 countries. Of the 163 applicants for admission to the undergraduate program in Fall 1989, 71 were admitted and 46 actually enrolled. All but 8 of them were female; 74 percent were Caucasian, 5 were African-American (all females) and 5 Hispanic (all females). There were 33 B.A. degrees awarded in 1987, 49 in 1988, and 44 in 1989.

There were 101 graduate students enrolled in the M.A. program in Fall 1989: 14 from FAU, 63 from out-of-state or other SUS institutions, 2 non-AA students from the community colleges, 19 from independent colleges, 3 foreign students from 2 countries. Of 45 applicants for the graduate program in 1989, 25 were admitted and 13 actually enrolled. Of the 13 students enrolling in the M.A. program in Fall 1989, 9 were Caucasian (6 females), 2 Black females, 1 Hispanic female. There were 17 non-degree students also enrolled that fall. Students who do not meet either of the College's normal requirements for admission to the M.A. Program (3.0 GPA and a combined GRE score of 1000) may still gain admittance to the M.A. program in English by submitting writing samples for review.

Of the 70 students awarded M.A. degrees since 1985, 12 are high school teachers, 11 teachers at the junior/ community college level, 13 graduate students enrolled in doctoral programs (including two completed doctorates). Judging from the large number of continuing enrollments in the graduate program and the small (but growing) number of degrees awarded (9 in 1987, 13 in 1988, and 16 in 1989), graduate students are being retained somewhat longer than is good for them or for the Department.

The faculty are pleased with their students and this sentiment is reciprocated. Productivity is low in the graduate program, good in the undergraduate. Of 183 students in the undergraduate program in Fall 1989, 46 were new admits that Fall. There were 44 B.A. degrees awarded in 1989. Of 101 students in the M.A. program in Fall 1989, 13 were new admits. There were 16 M.A. degrees awarded in 1989.

Facilities and Resources

Library collections to support English Department programs are strong in books, weak in journals: 38,000 volumes and 231 serials (with the MLA Bibliography on line). The head librarian, whose field is English, has re-instituted a book-approval plan by which all university press books of interest to faculty are sent on approval. English Department involvement in book selection is rated excellent by the librarian. Faculty report most collections are good and gaining in strength. Others, such as classics, are weak. If the Department enlarges its offerings in non-traditional areas of literature and criticism, present collections will be inadequate to support this diversity. Budget cuts this year have removed $150,000 from the $500,000 book budget, with more cuts impending. With ten Ph.D. programs in science and engineering to support, it appears, remarkably, that the library is not stinting on support for English programs, but that there is not enough money to go around. The library is not strong in materials to support faculty research, but has what appears to be good facilities for inter library loans (16,000 per year).

The writing lab, once intended to serve a more limited use for writing across the curriculum, now serves other disciplines within the College that have a need for computer-assisted instruction. Turnover of personnel and the lack of a strong Department role in direction of the facility will limit its contribution to English courses of a writing methodology that is growing in popularity among students.

All full-time faculty now have some form of computer capability in their offices. Word processors for part-time faculty, who do not now have them, and for student use in the library, along with better A-V equipment, compact disks and video cassettes there, would strengthen the program support.

One department secretary assisted by part-time volunteers is not adequate to support departmental business. A faculty lounge and a student gathering space are needed additions.

Responses to Previous Program Review Recommendations

1. Graduate-level faculty appointments in creative writing and literary theory were recommended to strengthen the M.A. program's writing component, to enrich offerings intended

exclusively for graduate students, and to relieve overextended faculty resources. A strong appointment in creative writing was made in 1987. Exciting new options in writing are now available, more are needed. Student demand for more writing courses remains high. A person appointed in theory did not stay. Theory is still not adequately covered.

2. Tightened standards in M.A. admissions: no progress.
3. New classroom space, common room: still requires action.
4. Contacts with counterpart faculty in public schools: no systematic response, but informal contacts by individual faculty and FAU graduates teaching in the schools certainly exist. These alumni have requested multicultural literature courses and more courses to aid them in preparing students for Advanced Placement exams. One Department member who had been a key contact with teacher preparation and the schools, an Ed.D., has been reassigned to the newly independent Davie campus.

Strengths, Needs, and Recommendations

The faculty is dedicated to the educational welfare of their enthusiastic and appreciative body of students. Their intellectual and scholarly resources are strong in both traditional and newer areas of undergraduate study. It should also be noted that the Department offers a strong program in the preparation of teachers of English for secondary schools.

Elements of the programs that need continued effort include providing a greater diversity in curricular offerings in both the B.A. and M.A. programs; relying less in the M.A. program on independent study and enrollment in undergraduate courses; making stronger the standards for admission to all programs; providing some graduate teaching assistantships as both financial aid to the students and a source of vitality in the lower-division writing program.

Specific recommendations:

These recommendations should be taken under advisement as follows:

1. That the Department, the Dean, and the Central Administration consider the next year and a half to two years as a building/transition year in which to effect a variety of changes.
2. That during this term, an interim chair external to the department be appointed by the Central Administration.
3. That during this term, a national search take place for a prominent Department Chair with proven leadership ability as well as academic reputation.
4. That a team of consultants be brought in, preferably in summer, early fall, and early spring of the next academic year, in order to address a complete curriculum revision, Department linkage and infrastructure, and renewal of communication with the Dean's office.
5. That the Department, the Dean, and the Central Administration determine that, if appropriate, the Department

change its name from the Department of English and Comparative Literature to the Department of English.

6. That the consultant team, the Department, the Dean, and the Central Administration, resolve the issue of Comparative Literature. Specifically, that a agreement be reached as to what is an appropriate role for any Comparative Literature activity at the University and where such activity can be supported without jeopardizing other activities central to the English Department.

7. That during this time, the Department accept no new students into this Master's program, and that admissions standards for the graduate program be tightened.

8. That the Central Administration work to centralize the writing program at FAU; that creative alternatives which satisfy the intent of the Gordon Rule be explored; that a writing center be established and fully supported; that a permanent writing center director be on board as soon as possible; and that the Central Administration; the Dean, and the Department determine the Department's role in this enterprise.

9. That the College commit the modest funds necessary to immediately renovate the Department's conference room.

10. That the Central Administration, in the long run, commit further funding toward the library's acquisition of journals pertinent to this discipline.

11. That, beyond a Chair, and at such time as clear priorities for the Department are evident and agreed to, the Central Administration commit to increasing the size of the Department.

University of West Florida

Program

At the University of West Florida (UWF) the Department of English and the Department of Foreign Languages are under one roof, with one chair. On the English side, the Department offers B.A.s in English and in English Education, an M.A. in English and an M.A.T. in English. According to both the self-study and interviews at the site visit, the M.A.T. has become a redundant degree and will probably be phased out, since it is no longer required by any secondary system in the state and few if any students are enrolling in the program.

The English Department, like many of its kindred departments in other universities, also does a great deal of heavy "service" teaching for the rest of the university. This teaching is primarily in freshman composition and later expository writing courses, but it also occurs through coordinated instruction in Gordon Rule classes in other departments, business writing, technical writing, Writing Lab preparation for CLAST examinations, administering the Test of Standard Written English (TSWE) required of all students, etc. The Department also handles a three-week ESL program for visiting Japanese students, and there are in addition several new initiatives that have heavy English Department involvement: Writing Across the Curriculum, the Nautilus Project, and proposals from a Task Force on Undergraduate Education for a four-year revamping of UWF's general education requirement. The English Department has also helped crucially in establishing the University's inter-disciplinary minor in Women's Studies. In all of these and many other ventures, including the new UWF branch in Kobe, Japan, members of the English Department and staff have been called upon and have given a tremendous amount of their time and energy to "clients" outside the normal confines of an academic department. English Department members figure heavily past and present in the administration and faculty governance of the University as well: filling offices as deans, as head supervisory committee of the Honors Program, and as Director of the Center for University Teaching.

Because of its engagement with the needs of other departments in the area of writing, the English Department was highly regarded by those we were able to interview. The Director of Teacher Education praised it highly and said that English Department projects and standards for their education students were the model for other departments in the University. A member of the Computer Science department who had worked with an English Department adjunct to create a co-requisite in software engineering and technical writing similarly praised the energy and innovation of the English Department. The new Writing Across the Curriculum proposal, in which writing courses will be particularly tailored for the needs of individual disciplines, is in part an outgrowth of such individual ventures.

In the initiation and development of these and other proposals, the Department has been able to work closely with the local secondary school system, as well as individual teachers, to great advantage. The Nautilus Project, which envisions a development of an already impressively begun computer-based writing instruction, is only one such articulation. The major in English Education has been recently reorganized to allow much more and much earlier "hands-on" work in the high schools, to the great enthusiasm of all involved.

The gap in this articulation is any relation with the local community college, Pensacola Junior College (PJC). This lack of fruitful interchange seems to date from the competitive pressures brought on by the 1983 introduction of a lower division at UWF. But whatever the cause, the fact is that, although some joint projects are underway with Okaloosa-Walton, there is essentially no institutional connection between UWF and PJC which favorably impacts the English Department. There is indeed a fair amount of hurt feelings and hostility on the part of the UWF faculty, which was reflected and affirmed by several very experienced teachers in the high schools, who ruefully noted the same situation from their own perspective.

One direct effect on the English Department of this lack of connection is that A.A. degree entrants into upper division courses are generally perceived as much more poorly trained than "native" students, resulting in classroom situations in which there is a significant gap between the preparation and experience of the two halves of the class. This disparity was confirmed anecdotally by the high school teachers as well, who said that most students view the community college as not a serious academic commitment to education but just another year of high school. If this situation is not addressed directly, the close relations that have been forged between the secondary schools and UWF will only increase the gap between the "natives" and the A.A.s. Since there is little sense of how widespread the problem is (Accounting and Engineering at least anecdotally concur with English), the university administration needs to poll all departments at UWF. With that information, talks with PJC might at least begin.

Faculty

With all these demands on its time, the English Department is drawing a good deal of strength away from its own majors to help the University at large. As at the time of the previous Program Review, departmental resources are still being freely drawn upon by the University without very much in the way of new resources (faculty lines, supporting budget) being put back into the Department. With changes in the general education requirements and the awakening of other departments to the effectiveness of Writing Across the Curriculum courses, and an increased English requirement for students in other areas (e.g., Business and Education), this pressure on the English Department will only increase. To take just one example, the number of students in the senior Business Writing course has doubled in the last five years.

Despite the strain on resources, the Department continues to be in a creative ferment. The faculty are an impressive lot, for their own qualifications as well as for the energy with which they are attempting to meet the strains on their resources. With enormous diversity and virtuosity they have managed to mount a substantial (though thinly spread) program in traditional literary studies as well as more innovative interdisciplinary work. In addition, for a department so overloaded with obligations in areas not often fertile grounds for scholarship, the Department has quite an excellent publication record.

Like many English departments, the UWF Department has its own literary magazine. But **The Panhandler** has a great deal of quality compared to many of the perfunctory anthologies we have seen. Unlike those almost entirely local or regional publications, **The Panhandler** both sells and draws its contributors nationwide. The possibility that **The Hemingway Review**, a distinguished scholarly journal, will decide to make its home at UWF is a further indication of the Department's scholarly stature.

The Department's standards for tenure are exacting and relevant. In light of the number of faculty (6 out of 10) who are in the 48-59 age group and generally received tenure in the early 1970s, there is some understandable apprehension about the Department's future profile and strength. Since the previous program review, three faculty have been added, two of them women. In order to maintain the Department's quality, a continuing recruitment effort must be almost yearly maintained.

Presently, the department can cope with student demand only through the extensive use of adjuncts, who are hired at extremely low wages with no benefits. These adjuncts, predominantly women, are dedicated both to teaching and the Department while still being keenly aware of the virtual menialness of their employment. To offset this somewhat, the Department has invited them to faculty meetings, instituted special adjunct-regular faculty conferences on topics of common interest, and involved the adjuncts in the joint creation of policy and syllabus development for the writing courses. The adjuncts have said how much they appreciate what the Department and its Chair have been able to do, but they complain cogently about the lack of office space, low salaries, and the way in which the students are getting shortchanged by the system. This year, adjuncts are teaching 77 percent of all English Department courses, 98 percent of all composition courses. The Visiting Instructors ("superadjuncts") make $2,000 a course and regular adjuncts $1,300. None receive any benefits. In light of these facts, the general attitude toward enhancement funding is fairly negative. Class sizes may have been reduced, but this has been done through a system that relies overwhelmingly on faculty with no permanent place in the institution and no assurance of continuity.

Students

Since 1985/86 the number of English majors has almost doubled, and the upper-division enrollment continues to increase. The ratio between straight English majors and English Education majors now approaches parity, whereas in the past the Education majors were the majority. The program in both areas is strong, although the evidence of oversubscribed and crowded courses argues that the coverage is beginning to be stretched thin.

The students, both current and alumni that we spoke to, generally had only the highest praise for the Department. Their complaints primarily focused on the lack of classroom space and the difficulty of getting into many classes, as well as the difficulty of creating a sequential program within such a small department, whose faculty was so often being shifted to other University projects. Typically, classes are all filled early into pre-registration, and it is not an uncommon situation for a student not to be able to graduate within the standard four years because the courses he or she needs for graduation have already been filled and, often, overfilled. Student follow-up and alumni tracking have been sporadic but effective, especially among those many of the English Education students who go on to teach in the local secondary system. But the Department and the University as a whole need to expand this area of their tracking, not only for purposes of development but also for feedback about ongoing programs. This occurs now on an individual level, but could be more concerted and effective. The problems with the disparity between A.A. and "native" students in upper-division courses will have to be addressed soon, perhaps through both some form of limited access along with (to be optimistic) consultation with the junior colleges over curriculum and course content at the feeder end. Faculty, students, and departmental alumnae (now teaching high school) agreed that there should be a screening test for composition and grammar given by the department before a student is admitted to the major. The Education Director remarked that higher SAT, ACT, and GPAs will soon be required as well. The revisions of the practical courses required for the English Education degree reflect these changing standards. In addition, many of the faculty and students are enthusiastic about the plans for a five-year B.A.-M.A. program, although some of the high school teachers worried that arriving in many school districts with an M.A. would price the holder out of the market.

Facilities and Resources

The Library could not be visited because of an asbestos removal renovation. By all accounts, however, the collection is excellent and particularly useful for faculty research. One sour note was struck in several complaints about the officiousness of library regulations concerning the number of books faculty could have checked out (50 was the numbered cited), as well as the need for adjuncts to have a letter from the Chair every new semester in order to use the Library. Perhaps these rules have some rationale, but it would be better for the administration to realize how important morale is at a time of shrinking budgets. In general and especially in such times, it is better to foster an atmosphere of collegiality and intellectual interchange among the faculty, both permanent and temporary, than it is to stick to abstract guidelines.

The Writing Skills Laboratory is a model facility whose thoroughness and organization could not be paralleled at many more advanced and better funded institutions. The Computerized Writing Tutorial Laboratory next door complements its strengths with some very effective and witty interactive programs for learning grammar and sentence structure. The software and the testing and instructional techniques developed by UWF faculty have created an outstanding environment for students. So far this year, some 900 students have visited the Writing Lab for a total of almost 5,000 visits (almost double since 1985 and in the same space), while approximately 150 students have made some 550 visits to the Computer Lab.

There were many complaints among the faculty about space limitations, both for classrooms and offices. While more and more students want to get into English classes, classroom space is often difficult to find. Equipment jams the halls of the Communication Arts building. Meanwhile, only the "superadjuncts" (those teaching four courses per term) have assigned office space and they are crowded into two rooms with one doorway. Recently, the chair's office was cut in half to allow space for a second full-time secretary. Nevertheless, the Department secretary continues to spend an inordinate amount of her time fielding student questions and doing the most trivial kind of clerical tasks because of a lack of support funds. An electronic mail hookup is anticipated in the future to cut some of the paperflow. But it does not seem that the difficulty this small but dedicated staff has in keeping full control over the overwhelming needs for duplication and other support that composition classes require will be much abated. In five years, the Department budget for these activities has risen about one-third, while the faculty and adjunct staff has expanded and the number of students to be served has virtually doubled. The self-study remarks that individual and ad hoc appeals for funds are honored with some frequency by the administration. But there needs to be more substantial (and budget-line defined) recognition that many of these needs are constant and continual. The impending movement of the Department to two other buildings holds out a thin hope of relief, but this is not a problem that will so quickly go away.

Responses to Previous Program Review Recommendations

Many of the more general recommendations of the previous Program Review have been moved forward somewhat. The new administration is clearly more supportive of the philosophy of a liberal arts education, and the English Department is encouraged by its commitment. It is less clear that students in the traditional English major are aware of the opportunities apart from teaching such training engenders. The Department has done what it can, but perhaps the administration needs to be more aware of the demand for humanities and liberal arts graduates among the nation's businesses. At the University of Southern California, for example, between a third and a half of the 600 or so businesses who recruit on campus every year specifically ask for such students. "We can always teach them the business," they comment. "What we can't do is teach them how to think." The Modern Language Association is another possible resource for information in this area.

There is still a great need for legislative or SUS administrative initiative to create a workable formula for budgeting required for mandated courses in a way that is separable from general budgeting so that the most impacted departments (e.g., English and Mathematics) do not starve themselves to do "service."

The adjunct faculty situation, if anything, has worsened since 1985/86 (see below).

Because the Florida secondary school system does not require an M.Ed. or M.A.T., the interest in a five-year program has shrunk among students.

Admissions remains a problem, although the huge increases of the last few years have reportedly been eliminated. What is needed now is a consolidation of the great gains in lower-division enrollment through coherent and academically responsible programs that properly utilize faculty time and University facilities.

In response to recommendations to promote interdisciplinary diversity, the English Department continues to be a fruitful source of initiatives and planning.

In the realm of specific departmental needs, change has occurred, but new factors have outrun those recommendations. Three faculty members have been added, but with one retirement, there is a net gain of two. (We omit the demands on current faculty time for other University projects and service of various kinds.) Graduate support is still minimal and the M.A. program continues to suffer from a lack of tuition waivers and other financial aid. This may be remedied by the "Writing Fellows" provision of the proposed Writing Across the Curriculum program. An additional full-time secretary was changed from half-time in 1990.

Strengths, Needs, and Recommendations

The English Department of the University of West Florida is a problem-solving and even visionary department whose creativity and usefulness for the University is often stifled by inadequate resources. Unlike the situation at the time of the previous program review, the new University administration seems fully supportive of the Department and aware of its strengths, and the Department does feel that the administration is essentially "on its side."

1. But the administration needs to be more directly sensitive to the pilot quality of the Department within the University, and the way in which the amount it contributes to the general welfare is not sufficiently compensated. The crucial question is the balance between the Department's external ties and its internal coherence. There will always be many opportunities for such a Department to benefit the rest of the University. But it may have to be more ruthless in establishing its own priorities and refusing other assignments or enticements until it is adequately compensated.

To a great extent many of these problems reflect the basic educational and social problems facing the nation and particularly facing Florida, with its rapidly growing population and its lack of an educational tax base. But the difficulties in the larger budgetary picture should not obscure or obviate the need to reallocate resources within the University to better reflect actual needs and demands.

Departments that utilize English Department resources in their teaching should, for example, have their budgets drawn upon to compensate for that use.

2. The overloading of English classes, the difficulty students have in creating a unified program because of the meager number of personnel, and the inability of many to graduate in four years primarily because all the required classes are filled almost immediately after they are announced constitutes a strangling of resources in the extreme.

3. The situation of the adjuncts should be addressed as quickly as possible. To have 77 percent of the courses taught by adjuncts is absurd in a university setting that should value continuity of instruction and commitment of faculty. At least four new lines would be a start to remedying this problem, along with an increase in adjunct salaries and an exploration of ways to furnish at least partial benefits.

4. The strong and mutually enriching relation that the Department enjoys with the secondary schools in the area seems on a virtual collision course with its lack of articulation with Pensacola Junior College. More effort needs to be made to at least try to coordinate the training of those students who will take an A.A. degree and then go on to UWF. If relations with PJC go nowhere, the University administration and the directly affected departments will have to devise their own ways of ensuring academic standards, which might entail instituting limited access on a GPA basis, requiring screening

exams, and requiring backup or makeup courses designed to remedy perceived deficiencies in training.

University of Central Florida

General

The Provost has stated that the institution's goal is to become a research institution, and, while the Department intends to respond to this goal, it recognizes that a Ph.D. remains in the distant future, partially because, as it stands, the Department does not have an appropriate amount of time to do research. Although the chair has instituted many intelligent means to help the faculty keep up with current trends in research, keeping up is not advancement. The faculty has not been given the resources to become a first-rate research Department.

There are several factors in this situation that make such a statement necessary. First, the teaching load, Gordon-Rule requirement, and average section size taken together require that the full-time faculty member spend, at a minimum, one full day each week grading student papers. Given class preparation, teaching, advising, committee work, and additional responsibilities in a Department so energetic, a full week is spent in carrying out non-research duties. Given these commitments, it is difficult for the Department to earn a reputation as a first-rate research Department. Beside this time limitation on its potential, the material of the library, though sufficient for an undergraduate institution, is not large enough to satisfy the needs of first rate researchers. The 47,000 volumes need to be doubled, at least.

Program

The undergraduate B.A. program in English includes a group of core courses (18 hours) along with additional courses in four possible tracks, emphasizing either technical writing (28 hours), creative writing (21 hours), linguistics (21 hours), or literature (21 hours). The extensive technical writing track provides good employment opportunities for students, the faculty having wisely recognized the particular opportunities of the Orlando area, where, according to the Department's perception, there is a demand for technical writers.

The Department has recently modified its offerings to give students a better chance for a liberal education. Previously its required courses were more numerous and thus limited student choice. At present, the program allows students to explore their own interests in different areas of literary studies, while still insisting on the mastery of the discipline.

However, the evaluators think the Department should go even farther. Given the Arts and Science requirement for several courses in a foreign language at UCF, the students still have little room for courses outside of their discipline. Advanced courses in philosophy, history, art, music, dramatics, feminist studies, and other courses in the humanities or sciences are virtually denied to most of them, particularly those in the technical writing track. The result is not achieving a liberal education.

In addition to the major program, there is a generous amount of "extra-curricular" activity that undoubtedly enhances the students' education. There are two creative writing publications, four lecture series, two annual conferences, a workshop and several other such activities which enrich the students' experience. Indeed it is surprising that an over-extended department can produce such a rich array of activities, and it is especially commendable because the faculty is relatively small.

Like the undergraduate major, the Department's master's program is aimed at training in the discipline of reading and writing, rather than accumulating a body of knowledge. It consists of five core courses that lead the student to learn about different genres of literature, different historical movements in literature, major author study, linguistics, world literature, and basic research techniques. The student has an option for a thesis or an extended oral examination to complete the program. This structure seems rational and it should carry out its goal. The next step in the program should be the addition of a Technical Writing track to the Master's program. Students' strong interest in such a track was made clear in the interviews with students and faculty. Plans for such a track are far along.

The undergraduate program itself is well integrated; the Department's needs seem to lie in extending their explorations of team-teaching and cross-disciplinary courses. But because of heavy teaching loads, there is a feeling among the full-time faculty of being discouraged in any such endeavors. Indeed, teaching required courses of several sorts takes up too much of the faculty's energies. Sixty sections of Business Writing a year is a service to the Business Department but it is rendered at an enormous cost to the Department's potential for diversity.

The Department works closely with Valencia Community College to insure that there is integration of courses that satisfy program requirements. Consequently, there is a high rate of acceptance of community college graduates into the program, and though the degree rate for this group is lower than that of the "native students," the grades of the community college graduates are as high or higher than those of the "native" students, once the community college students enroll.

The Department has made the most out of the necessity for carrying a large load of writing instruction (Business and Freshman Comp) as well as the local demand for technical writing skills and is hoping to develop a technical writing track in the Master's program. The institution is planning to add positions that will satisfy the need for more faculty to accomplish this purpose.

The Department has reaffirmed its commitment to its four-track undergraduate curriculum. It has also endorsed "professionalism," which must mean that they have endorsed publication and research, since of the teaching, service, and research that are normally the faith hope and charity of the humanist faculty, the only one they can improve on is research.

Faculty

This faculty does an enormous amount of teaching and service as a whole, and from the response of twenty or so students interviewed, it was clear that they do it as well as they can. All the students felt they had been well taught. In interviews with the faculty (about thirty), the commitment to teaching was strongly voiced. The full-time faculty carry a teaching load of about seventy-five students per semester.

There are about ten faculty producing current research. They are strongest in Creative Writing, Rhetoric, 17th century British, American, and Modern. In general the Department as a whole is not publishing at the rate necessary to become a research department, for reasons detailed in the General section of this report.

The assignment of duties to the faculty is done fairly and astutely by the chair. The amount of service and extra-curricular work in general seems large for the number of actual full-time faculty (29). A healthy amount of non-teaching service seems to come from the adjuncts, who, according to the faculty and chair, are considered part of the faculty. Presently, the Department employs no minority faculty.

Students

Student over-enrollment has been a problem. A backlog of students needing Freshman Composition has finally been eliminated, but at the most recent registration, composition courses were all full, many over-enrolled (the set limits are 25 per section). Not only does over-enrollment seriously diminish the effectiveness of composition courses, the courses themselves are too large. A more acceptable number would be twenty-two per section, and even that is not the optimum low.

If the number of B.A. degrees granted is an indication of "retention," the graduation rate seems to indicate that the retention rate is high, suggesting in turn that the standards for admission to the program are appropriate.

The percentage of graduates in relation to the student body might be interpreted to mean that most Letters students at UCF take five years to complete their degrees. There may be a number of reasons for this delay, but it is a national phenomenon, and most students in state institutions usually work and attend classes on a part-time basis. We suspect that the graduation rate indicates health in the educational process in this case. Certainly the students interviewed manifested a confidence in a future as college graduates, and many reported working part-time.

The Department attempts, without great success, to stay in touch with its alumni. This effort is also the responsibility of an Alumni Affairs staff, who have the time and skill necessary to keep contact with graduates. It has to be on the lowest priority of any Department, and that an over-worked one such as this should even make the attempt is an indication of the serious dedication that runs through the whole Department.

There are few minority students, and the ratio of minority students to white has not changed appreciably between 1985 and the present. But this is not a reflection on the Department. A solution to the difficulties of affirmative action cannot be produced in an academic Department where neither money nor time are sufficient to create the mechanisms necessary to accomplish it. It can come only from the central administration, which must devote competent full-time staff to recruit minority students, allocate faculty positions for minority appointment only, and make sure there are special facilities for remedying any deficiencies minority students may have. It is a highly expensive procedure, but feasible if funded.

Facilities and Resources

The library holdings for letters (47,000 volumes) is adequate for an undergraduate program in letters, but it will need to be doubled at least if there is to be any serious research. The technical writing document center needs more space and more computers, as well as updated software. The creative writing laboratory seems unused. The Department is fortunate to have a relatively large number of computers, a blessing many other large universities cannot claim. The Department's equipment, such as mimeos, copying machines, etc. is adequate now, but will need additions and replacements as the faculty grows.

The staff level of three full-time secretaries is low for a faculty of 29 full-time and forty-four part-time faculty. Half-time help for the Director of Graduate Studies and the Director of Composition makes communication with students and faculty inefficient. At present, the staff and faculty are principally situated on a single floor. When the needed space for the Department is given, the communication problems may worsen.

Additional space is promised by the upper administration at UCF, and indeed it is essential that it be given. The continuation of the faculty's high level of effort will depend in part on the university administration's provision of this essential. The space should be at least doubled.

Responses to Previous Program Review Recommendations

Several of the recommendations of 1986-87 fall into the power and responsibility of administrative levels above the Department. To improve the library holdings, money was allocated in 1987 and the Department ordered a large number of books. The next year the budget was cut so that no new books were available.

The recommendation to increase the space of the Department has not yet been met, but another floor has been designated for the Department's use as soon as it becomes available, which should be sometime in 1991.

The recommendation to add appreciably to the tenure earning faculty has not been met. The Department reports that it was given no new positions from the enhancement allocation.

The chair has energetically and conscientiously used the available resources to meet the recommendations of the program review that lie mainly in the power of the Department. To meet the recommendation that faculty publish more, he has made the importance of publication clear to the faculty by conscientious use of publication as a primary criterion in the faculty's annual rating, and by attempting to keep the faculty abreast of the recent developments in literary study by the means of several series of public lectures and a Departmental symposium. He has responded to the recommendation that the Department put more emphasis on its literature curriculum by leading the Department to form new regulations for its core literature requirements. According to the recommendation, he has hired promising faculty. Further, he has turned a number of adjunct positions into full-time instructorships, as was recommended.

An alternate solution to the problem is one adopted by most large research institutions: the graduate teaching assistant is used as much as possible to teach composition. At UCF such a move would require a dramatic expansion of the graduate program. This would entail hiring a research faculty to train the graduate students, but it is perhaps only a third of the expense that it would be to teach the courses using professors. Moreover, hiring research faculty to teach graduate courses accords well with the stated goal of UCF. The problem of cross purposes that obtains in the present scenario at UCF (faculty who are teaching an enormous load of composition but being asked to publish) would be alleviated when the faculty also taught its specialty to graduate students, who, under the close supervision and tutelage of a small group of composition specialists, taught the main bulk of composition.

Strengths, Needs, and Recommendations

Among the Department's strengths it should be noted that:

1. The energy and morale of the Department are high, despite the anxieties expressed by many. The belief in their own growth toward a professional research status is strong and wholesome. It could be destroyed by neglect.
2. The chair is exceptional. He is not only a good scholar but also practical, energetic and astute. He has real leadership abilities.
3. The extra-curricular programs seem fine enrichments for the students.

4. The astute adaptation of the program to the needs of the Orlando area in its demand for technical writing have produced a number of links to local business and an informed program in technical writing. This is highly praiseworthy. Further development in this direction by adding a Technical Writing Track to the Master's program is certainly the way to go.

The Department's needs are not unconventional. Primarily it needs more faculty for three objectives:

1. To reduce the number of students each faculty member must teach each semester.
2. To enrich the offerings in composition, rhetoric, and technical writing.
3. To increase the Department's production of scholarly writing.

There is a serious need for more space, for an up-dating of equipment and software for the Technical Document Center, and somewhat more support staff.

The recommendations for the Department are these:

1. For the time being hire new junior faculty with the assumption that research will constitute a substantial portion of their duties.
2. Increase the number of adjuncts, and do not turn the positions into tenure-track faculty. As the MA program expands, put more tasks in the basic composition course on Teaching Assistants.
3. Continue the emphasis on research.

4. Reduce the number of credit hours in the major in order to give students a chance to take courses outside of the Department, but the faculty should not then be reassigned to required writing courses. Rather, it should be given the chance to teach courses more in each faculty member's specialty.

5. Add a Technical Writing track to the Master's program.

For the University:

1. Increase the number of English Department faculty as dramatically as resources allow and permit the English Department to cut down on its teaching load in whatever ways it sees best, in order to increase the time spent by the faculty on research.

2. Increase the holdings of the library as fully as resources allow.

3. Give the Department much more space.

4. Give the Department more staff.

Florida International University

General

The Department of English has grown significantly in the past five years, in an orderly and efficient manner. New approaches to teaching and to the content of coursework are in evidence. The work of the Department gets done thoroughly, carefully, and democratically. Student input is observable, and the faculty interact with each other in regularly scheduled colloquia and also in informal meetings. The Department is ably administered and free of the rigidity of any one specific approach to pedagogy and free of tension between administrators (inside and outside the Department) and the English faculty.

As the University moves from a "teaching" to a "research" University--these terms are relative, but they reflect the stated, pervasive attitudes of the Department--there is concern about ensuing problems, such as faculty morale and the appropriate forms of encouraging and rewarding good scholarship. The Department is now a remarkably cooperative one, and most of the faculty expressed confidence in making the move to a research University/Department. Indeed, several faculty members said the move had already begun, and there was no cause for worry or insecurity. Still, the Department seems thoughtfully aware of the threat to its commitment to excellence of classroom teaching in a rush to establish the role of the Department in research and publication.

The collegiality of the faculty is remarkable, particularly in view of the physical separation (some 35 miles) of the two campuses. The administrator of the North campus and the Chair of the Department do a fine job of coordinating Departmental matters. While FIU is not unique in having two campuses serving its student body, it is characterized by a bicameral style. The administration, the faculty, and the students do not find the problems of bicameral living overwhelming, and one of the reasons is that a good bus service is provided between campuses. Because of economic stringencies, the bus service, which has been free up to this time, may now start charging a fee.

The English Department is the largest in the College of Arts and Sciences, both on the University Park (South) campus and on the North (Bay) campus. Its members are active in extra- curricular affairs and in participation with the larger academic community and with the neighboring lay community. A successful conference on Composition in South Florida was organized last year by the director of freshman composition, in which FIU and neighboring colleges took part. The Department participates in the special Honors Program (of about 100 students) and in the special Davidson Scholar Program, in which a distinguished scholar is invited to spend a year at the campus and to lecture on his subject (this year Frederick Wiseman, the film director/documentary producer cinematographer is holding the Davidson chair). There are also campus-wide lunch readings, at which Department personnel discuss current research or ongoing projects.

Program

The programs of the Department of English are impressive on both the undergraduate level and the graduate, where there is an Master of Fine Arts (M.F.A.) in creative writing and an M.A. in Linguistics. The undergraduate English major mandates a distribution of elective literature courses and allows for a number of writing courses, in addition to the basic ones required of all students. There are separate tracks for those intending to become primary and secondary teachers, for those in pre-professional programs, and for those seeking a traditional liberal arts/humanities orientation.

The Department has a wide variety of writing courses, ranging from basic pedagogy (freshman composition) for the entering "native" student to graduate courses in creative writing. Undergraduates expressed a desire for more writing courses, principally because their experience in writing classes has been a positive one. Many said they had gained a tremendous benefit from their writing instruction and they wished to build further on those benefits. The enthusiasm shown by students for writing courses is a tribute to the Department, since these undergraduates are not aspiring professional writers. Most of them are prospective teachers; at least 50 percent of these English majors indicate a vocational preference for secondary teaching. The Department is experiencing growth in its literature and writing offerings. It is in need of additional faculty, particularly in medieval literature (the specialist in medieval literature is retiring at the end of this year) and in linguistics (the Department hired a linguistics instructor on a one-year term this past academic year).

The Masters of Fine Arts (M.F.A.) program is in its third year. Twenty-two students are enrolled at present, and the director projects an annual enrollment of 9 to 11 new students; the program is capable of handling an even greater number. Admission is based on evidence of an ability to write publishable material (as evaluated by all four faculty members in the program) and on documentation of adequate preparation for graduate studies in literature (e.g., a satisfactory B.A. record); nine hours of undergraduate creative writing instruction is recommended but not essential. The faculty in this program teach creative writing in both the Masters of Fine Arts (M.F.A.) program and on the undergraduate level at both campuses of FIU. The courses on both levels are popular and healthily enrolled; the director of the program believes that two more undergraduate courses in creative writing should be offered for those students wishing them. One lack in the program is the absence of a permanent poet-translator; such a position has been filled on a yearly or ad hoc basis. (Last year the poet-translator Carolyn Forché was at FIU.) The

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creative writing staff and the regular English Department faculty work in harmony. The M.A. in Linguistics, with courses taught on both the University Park and North Campus, is also working well and experiencing growth. It is in need of at least one additional faculty member. A Certificate in Linguistic Studies is also available for undergraduate and graduate students through completion of two required courses and four elective classes (a total of 18 credit hours).

The Department wishes to institute an M.A. in English program. It is in the anomalous position of having an Masters of Fine Arts (M.F.A.) in creative writing, an M.A. in Linguistics and of proposing a Ph.D. in Linguistics with a goal date of 1992, but no M.A. in English to serve the general student of English literature. It now proposes an M.A. program that is inventive and lively, academically sound and one that successfully crosses divides of theory, literary history, and textual study. The Department also lacks a comparative literature major program on either the undergraduate or graduate level. With 37 full-time faculty, senior and junior instructors of high quality, many of them expert in new literary theory, sufficient staff exists to offer a solid M.A. Strong support for the proposal has come from students and alumni, faculty, and the administration. The Department sees it as an opportunity to provide enrichment for the student and further means of shared research among faculty and students. It believes it needs to serve the Miami "place-bound" student, of whom there appear to be many, those students who cannot afford to go elsewhere or who prefer to remain in the Miami region for various reasons. Many of these students expressed (in an interview) high praise for the FIU English faculty. The program would also serve those graduate students in the M.F.A. program in Creative Writing who must, at present, take cross-listed undergraduate/graduate courses and who, in consequence, are deprived of the graduate seminar experience.

The Department has had difficulties with the School of Education in arranging classes for English majors wishing to become teachers and seeking teacher certification. In an interview, several students volunteered their complaints about difficulties with the School of Education. One such complaint was a lack of guidance for the English Education student in the School of Education. Another was discrimination against English majors in admitting them to the necessary Education courses, and as a result, delays in meeting certificate requirements, whereas Education majors are given preference for seats in these courses. English majors are often shut out from such classes and have to wait until the next semester (or year) for such classes to be rescheduled with no guarantee of admission the second time around. As a result of these difficulties, many English Education students have opted to become English majors without seeking certification, to take courses in Education during the summer, or to switch over for six months to an Education major in order to gain entrance into certain limited classes, then to switch back to the English major after the course is completed. Such students also graduate without their student teaching requirement completed but are able to fulfill such requirement during their first year of teaching on the job. These subterfuges are unseemly, and the problem giving rise to them should be resolved. According to English Department faculty, and to the Dean of Arts and Sciences and the Provost, the difficulty has been ongoing for several years, at least since the last Letters Review program five years ago.

Faculty

In the English Department the regular (full-time) faculty teach 80 percent of Department classes; adjunct faculty teach approximately 18 percent (and approximately 30 percent of freshman composition courses); graduate/other personnel teach about 2 percent of Department classes.

There is one African-American member of the Department (female), a linguistics instructor; there is one Hispanic member (female), a professor of literature; there is one Asian member (female), a professor of literature. The ratio of male-female is 50-50.

There are 50 adjuncts, a corps of seven full-time teaching faculty of freshman composition, and five graduate teaching assistants who teach in the Department. To help facilitate the freshman composition program and its goals, the Department has instituted a special unit of non-tenure-track faculty who teach only writing courses. This unit is presently comprised of seven instructors who teach seven classes of freshman composition a year (3/4 or 4/3 split). These faculty members are highly regarded by Department colleagues and enjoy a sense of security in their job though they are not tenured. Their experience, and the collegiality with regular faculty, has helped to fashion a model program for freshman composition. Although each member of the Department is expected to teach freshman composition on a rotating basis both for a shared democratic participation in a rigorous and vital task and for the practical necessity of available personnel, this special-cadre approach aids immensely in the facilitation of composition courses. At present, there is no need to hire additional faculty for this special unit.

The most serious and demoralizing problem facing the full-time faculty is the need to raise faculty salaries and to correct the inequities produced by salary compression. Some professors and associate professors hired years ago at low salaries suffer in comparison with newly hired assistant professors, whose beginning salaries reflect to some extent the inflationary pressures of the economy. The administration is aware of the problem and is struggling to find some way of combatting it.

On the matter of teaching load, the Department reluctantly accepts the formula of five courses per nine months salary, but hopes for and justifies a four-course teaching load, particularly when and if an M.A. in English is established. There is a concern that teaching five courses inhibits research. The low salaries are a more serious threat to research, however, because the faculty must teach summer school or take on other work rather than doing research in order to meet their yearly expenses.

Students

The faculty are very pleased with their students, with their work ethic and their desire to learn. Half of the English majors are Hispanic, and the others represent a cosmopolitan ethnic mix. Only a relatively small number are African-American, however.

Most English majors at FIU have jobs that prevent them from taking classes at conventional hours during the day. A common complaint by students--but one, it should be added, that reflects a compliment--is that an insufficient variety of courses and of faculty members is available at the hours when students can take courses. Although the students expressed admiration for the teachers they had studied under, and took several courses with them over the year(s), they expressed a desire to experience the inevitable differences of other teachers' approaches to literature. The Department is making a concerted attempt to provide a more varied offering of night faculty, but the problem of night class assignments is complex.

Students are served by a Departmental advisement program, headed by the Head Advisor who assigns faculty members as counsellors for individual students and who herself is available for student consultation. The program seems to be working well; the students expressed satisfaction with it.

One area of some concern here, as at other institutions in the SUS, is admissions. Students are not required to make a deposit to assure their places on admission, and they do not always notify the campuses to which they have been admitted whether they will attend or not. Classes are scheduled, sometimes at the last moment, on this speculative approach to admissions. The situation is aggravated by understaffing in the Admissions and Record offices.

Facilities and Resources

The library on both campuses is satisfactory for undergraduate and Masters level work in English. For graduate courses in English the library at the University Park campus provides some depth and a fair amount of scattered strength (e.g., many good titles but spotty in some coverage.) The library holdings in linguistics are excellent; such holdings have been achieved through a special incremental fund for the new linguistics M.A. program. The library on the North campus meets the needs of the M.F.A. program in creative writing; it has strong holdings of small press titles and literary magazines, a strength achieved in part from the donation of such titles to the library by the Creative Writing faculty. While many good small magazines are represented, many are not represented by a full run. The policy of the library is to provide a copy for each campus library of any new title bought, a policy which is building up the holdings of both libraries at a satisfactory and productive rate. There is a formula for purchase of various discipline titles, which the library conscientiously applies. The library automatically buys a copy of every book reviewed in **The New York Times Book Review** (Sunday); it may be advisable to consider alternative reviewing sources as well, say **Choice** magazine or **Library Journal**, since these latter periodicals treat more scholarly works than does the **Times Book Review**. A suggestion that an acquisitions librarian specializing in Letters be hired seems a good one, though budgetary concerns may delay implementation.

A space problem, endemic to most universities, afflicts FIU particularly at 6:30 p.m. This time slot has proved extremely popular in the FIU evening schedule, and the result is that not enough classrooms, and properly sized classrooms, are available for students. Some alleviation is foreseen at the end of the year when the Business School moves from the third floor of "Deuxieme Maison" (the English Department occupies other parts of this floor); the move will make available to the English Department some more classroom space, but perhaps not of sufficient size classroom, since there are only two large classrooms in the building. The problem is confounded by the increase in enrollment in humanities courses in general, and in English literature courses in particular. Shakespeare and medieval literature are experiencing strong appeal among the students, for example.

Responses to Previous Program Review Recommendations

The University and the Department have been able to respond positively to many of the recommendations made at the last review. It has hired at least three full-time faculty, although current and projected student demand for English courses will mean that more faculty are needed. A regular purchasing program for Departmental equipment is in place. Word processors, typewriters, copiers, a fax system, and other facilities are readily available. The organization of English Department space appears both functional and pleasing to the eye. Offices are conveniently located near each other, and the Chair's office is in a central spot accessible to all. Collegiality is encouraged by the physical appointments of the Department. Admissions procedures have been improved, but some difficulties remain, as noted above. Fully adequate academic planning services for the undergraduate major is a goal still to be reached. Subsidiary services like the Writing Center and Advisement are linked with English Department personnel. A sense of shared responsibility pervades the Department and the offices of student writing and advisement.

Strengths, Needs, and Recommendations

The energy, commitment and scholarly achievements of the faculty are the Department's major strength. The programs it offers are in a healthy condition, with a steadily increasing student demand. The Department would be fully capable of adding to its offerings through implementing the proposed M.A. program if the current shortage of faculty positions would be remedied. Another strength of the Letters program is the attitude of the library and its eagerness to continue to improve and to fill in thin areas of the collection in literature.

The greatest needs are for an increase in the number of full-time faculty positions assigned to the Department and for improvement in the seriously deficient salary situation. Inadequate salaries require the faculty to work at income-producing jobs during the summer, when they should be doing the scholarly work instead that the University is becoming increasingly dependent upon to improve its relative ranking in South Florida.

The efficiency of the program suffers from too few classrooms of a suitably large size during hours of peak student demand for English courses. As at other SUS institutions, students are being turned away from advanced courses in literature in distressing numbers. It would serve the University's long-term interest, and perhaps improve the quality and efficiency of the Letters program as well, to give more support to academic services in admissions and registration and to provide a means for tracking and communicating with alumni.

Some specific recommendations follow:

1. Attention must be given to faculty salaries. In general they are too low to be seriously competitive at the tenured ranks, partly because of the inadequacies of the scale and also through salary compression, and even inversion, as new faculty are hired at current market levels.

2. There is a distinct need for up to six additional faculty positions, not counting needs that might result from instituting the proposed M.A. program. The M.F.A. should be given a position for a poet-translator.

3. Support the research activities of the faculty either through reductions in course load (even if only selectively) or through research grants in the summer.

4. The University should negotiate the proposed M.A. onto the State University System master plan. The proposed program is entirely appropriate.

University of North Florida

General

The Department of Language and Literature has prospered in a number of respects since the review five years ago. It is a strong, well managed department which is nevertheless ensnared in an unusual dilemma: the importance its faculty has placed on teaching an increasing number of students in Gordon Rule Literature I and Literature II classes has limited each of the regular English faculty to teaching, on the average, only one other course, usually an upper-division undergraduate course for majors, or a graduate course. The result is that, although the catalog reveals a rich and varied collection of courses available, there is in reality a comparatively thin number of course offerings for those two important constituencies.

By themselves the faculty cannot handle the whole job of teaching lower-division students, with the result that enrollment growth has brought an increasing dependence on the services of adjunct faculty, a reality that members of the full-time faculty do not like, for three main reasons: (1) they cite a limited pool of qualified adjuncts available in the Jacksonville area; (2) the uncertainty of funding such classes, requiring last minute recruitment tainted with urgency if funds do become available; and (3) resentment at the economic exploitation of the adjuncts. This is an unfortunate set of circumstances, though not unusual in departments of

English around the country. In Florida institutions of higher learning, this curricular version of plate tectonics stress is further complicated by the fact of the Gordon Rule, which requires 24,000 words of writing from every student graduating. At UNF the English faculty have willingly accepted the responsibility of devoting themselves mainly to teaching all Gordon Rule courses, and preferably in order (Composition I, Composition II, Literature I, and Literature II). In the Spring Semester of 1991, non-regular faculty are teaching twenty sections of departmental offerings, most of them--if not all--Gordon Rule courses. Two visiting instructors teach nine sections, and adjuncts teach eleven sections, nine of composition and two of literature.

All of this sets the stage for what could, without effective leadership from the UNF administration at all levels, and without a change in the Department's thinking, develop into an unfortunate tug of war over the matter of "Writing Across the Curriculum." It is unclear what is intended for Writing Across the Curriculum at UNF and what the motives are of those who champion it. According to the Department, administrators want it because they think they can economically satisfy the Gordon Rule by having courses taught outside of the Department of Language and Literature. But the faculty fear this approach will not do justice to Gordon Rule requirements. A reading of the Rule certainly lends support to faculty concerns on this score. The skills the Rule asks of students presuppose teachers themselves capable of them, or at least capable of teaching them. Administrators, from the President on down, contend they are interested only in graduating students who can read and write well, but acknowledge the impossibility of garnering sufficient regular faculty lines to staff with them alone all the sections of Composition I and II and Literature I and II required now and in the future.

The faculty properly resist giving only lip service to the Gordon Rule. The result is that the faculty have boxed themselves in: on the one hand, they do not want Writing Across the Curriculum; on the other, they do not want non-regular faculty. Since a thing cannot be and not be at the same time, something in this construct has to give.

Program

The Department of Language and Literature offers the B.A. in Literature, with tracks in literature, English (for English Education majors), and theatre arts/drama, and the M.A. in English, with tracks in literature and creative writing. It also offers the B.A. in Spanish, which was not included in this review. Partly in response to recommendations in the 1986 Program Review of the Department's undergraduate curriculum, and partly in response to its own ongoing curriculum review, the Department has since that time renumbered or retitled seven courses, dropped five upper-division courses, and added eighteen. Because of the growth in the number of students in the graduate program, which offered only two courses a semester in 1985-86, the Department has also added fifteen new M.A. courses, six of which are creative writing courses, allowing them to offer five 6000-level courses in the Fall of 1990. While there are files in the Graduate Director's office of approximately 230 graduate students, the number active at any given time seems considerably smaller.

We found it curious that of the three tracks for a B.A. in literature, two of them required as part of their core a course in Shakespeare, which we applaud. The track that apparently does not require it is the drama track, which we neither applaud nor understand. The theatre/drama track requires that its students participate in some aspect of at least three UNF theatre productions. Since productions appear to have been reduced to only one a year, this requirement is going to be difficult for majors to satisfy. And it seems a shame to have such a wonderful facility on campus and not use it for dramatic productions more frequently than once a year. This program and the theatre could be used effectively as an attractive recruiting tool, not only of prospective students, but of friends of the University as well.

Faculty

The faculty members in this department are extraordinary in their excellence. Not only are their terminal degrees all from respected institutions, they evidence continued commitment to the profession through both publication and the variety and richness of their one-each, non-Gordon Rule course offerings. Personally, they appear charming, serious, good-humored, and industrious. In sum, they are a faculty any administrator would be proud to serve. As already noted, however, their service to both their undergraduate and graduate majors is adversely affected by their continued commitment to teaching two Gordon Rule Literature I or Literature II classes each semester.

While six of the faculty are female, the only member of a minority is the Chairman, who is from India. Recruitment of minority faculty is high on the list of every administrator in every college and university in the country. The pool of qualified minority English professors is unfortunately small; no doubt UNF must wait in line until the major research universities around the country have hired all the minorities they want or need. Many other smaller schools are in the same predicament.

Finally, the faculty is not large enough to serve the instructional demands that are being made on it. The 1986 Program Review recommended the addition of two and preferably three more FTE faculty. Since then, the Department has added one, net, although it should be noted that the administration provided last year for two visiting professors, whose continued appointment, at least through next year, looks probable. In the meantime, the demands on the Department, as on the rest of the institution, have grown dramatically. Between Fall of 1986 and Fall of 1989, UNF's headcount grew by 15.3 percent, from 6,741 to 7,772, and its student credit hours grew by 25 percent, from 50,512 to 63,273. The University-wide growth is reflected in the growth of the Department: between 1987 and 1989, the Department's FTE students increased by over 24 percent. That is to say, more simply, the Department does not have the human resources to "balance their commitment to the teaching of writing, to CLAST preparation, to the Gordon rule, to increased enrollments, and to appropriate student-teacher ratios, with their commitment to advanced work and to the encouragement of new areas such as literary theory, film, comparative literature, and rhetoric and writing pedagogy" (State University System of Florida, **Letters Program Review Consultant's Orientation Workshop** handbook p. 37).

If the Department needed two or three new positions in 1986, it clearly needs more than that now. How this is to be achieved depends upon both the Department and the administration, of course, but some steps toward a remedy clearly need to be taken.

Certainly one way to relieve staffing pressures would include the hiring of new regular full-time faculty, a shift from dependence on semester-by-semester adjuncts to Ph.D., or well-qualified and experienced M.A. lecturers, on two- or three-year appointments, and the use of graduate students as Teaching Assistants. At the same time, regular faculty might consider limiting themselves to teaching only one Gordon Rule Literature I or II class, and leaving the remainder of that teaching to the adjuncts, lecturers, and T.A.s. While there is certainly reluctance on the part of many in the Department to make such a shift, it is clear that things cannot continue as they are.

The faculty have a sincere commitment to undergraduate teaching. Care should be taken, however, that "undergraduate" not somehow be translated into "lower division." To help ensure the likelihood that adjuncts, lecturers, and T.A.s do a good job, especially with the Literature I and II classes now taught by regular faculty, the Department might, for example, seek funding from the National Endowment for the Humanities for summer workshops to teach non-regular faculty how to teach these classes. Indeed, in at least one place where such a program has taken place, full time regular faculty participated fruitfully as students. Such training of adjuncts and T.A.s, if not Ph.D. lecturers, could, of course, be done by the UNF Language and Literature faculty itself.

Students

According to the central administration, UNF has approximately 5,000 FTE students, of whom approximately 800 are in the lower division, 800 are graduate, and 3,400 are in the upper division. This fact, combined with the staffing of the

Gordon Rule requirement courses already addressed, results in too many upper-division courses crowded beyond the point appropriate for a Department and a University which pride themselves on the quality of their undergraduate teaching. In 1985-86, the average number of student credit hours for the Department's upper-division literature courses was 68. For 1989-90, it had increased by 45.7 percent to 99.1. In other words, upper-division class size had increased from an average of 22.67 students to 33.3 students. [Note: Subsequent to the UNF site visit, the consultants learned that the cap for lower-division courses was raised to 27.5.]

Indeed, one of the few complaints made by the students who visited with the evaluation team was that both the size of some courses and the fact that graduate students were mixed in with undergraduate majors and even unprepared non-majors resulted in what they characterized as bad educational experiences. Another complaint was that not enough writing classes, contemporary literature classes, classes in early historical periods, or drama classes were offered. If true, this is no doubt also partly a result of how the Department chooses to allocate its resources (that is, how it chooses to staff the Gordon Rule requirement courses).

The graduate students in Language and Literature appear on a par with those one would encounter in an excellent department anywhere. They are bright, enthusiastic, and concerned about their study. Indeed, eleven graduate students met with the review team on a Friday before lunch, a fact which surprised many of the faculty who said most of their students work off-campus. On a campus with an average student age of 28, that is no doubt true. That these students took time from their other obligations to meet with the team reveals their seriousness of purpose.

Several Department members expressed concern about the low level of preparedness manifested by many of the Florida Community College transfer students they accept, but no one presented any evidence beyond the anecdotal to support his contentions. One complaint voiced by many might, if true, explain some residual resentment that poisons the water for the transfers. This is the contention that the GPAs of junior college transfers are figured only on their junior and senior years, while those of native students are figured on longer university careers. This gives the appearance that junior college students do comparatively better in Florida's universities than many faculty at UNF think they do.

The Department does no systematic tracking of its graduates, B.A. or M.A., and what they know about them is limited, thus, to anecdotal data, random encounters, and drop-in reports from students back on campus for a visit.

According to SUS figures, UNF's Department of Language and Literature had two African-American female graduate students in 1989 and one "other" minority graduate student. In the same year, SUS records show four African-American undergraduates and one "other" member of a minority in the Department. Since 1985, again according to SUS data, the Department has awarded a total of four B.A.s to African-American students, and one to "other" minorities. It has, however, awarded six M.A.s to African-American students and two to "other" minorities. Clearly, the institution's minority recruitment needs are not limited to faculty.

There appear to be more eligible first-time freshmen who want to enter UNF than UNF has room for, even though the University has the highest admission standards of any of the System universities. Student FTEs are growing faster than headcount students as UNF becomes more and more traditional; indeed, President Herbert predicted as many as 15,000 FTE students by the end of the decade, which would triple the present size of the institution. Such growth would, of course, continue to exacerbate the present problems, not only in the Department but across the whole campus. This may not be good, but if an institution is going to have problems, these may be preferable to other kinds. Nonetheless, between Spring of 1986, when the last program review was done, and Spring of 1989, UNF's headcount rose by 13.7 percent and, reflecting the shift to a more traditional student body, student credit hours rose by 21 percent.

The most serious worry the students expressed was the lack of extra-curricular contact with their faculty. They regretted that the classroom seemed to constitute a boundary for interaction beyond which they were not invited to go. This no doubt results from a variety of causes, including the fact that there are no graduate teaching assistants in the Department to form a core of graduate majors to which the others can be drawn. Perhaps the formation of the new English graduate students organization, which has already scheduled a forum for the present semester, will help alleviate the sense of isolation apparently felt by some of the students.

Perhaps because the Department does not advise its own majors, it does not track its retention of declared majors nor its degree productivity. While the Department's Self Study points out that UNF's advising program won national recognition when it received a National Academic Advising Association Award, the lack of Departmental control over the advising of its majors strikes us as detrimental to the program. Perhaps at least a system of mentoring could be established for both undergraduate and graduate students. Such a program could help direct undergraduate students into not just the programmatically right courses for them but the existentially right courses as well, it could serve to help recruit graduate students for the M.A. program and, finally, it could help relieve the sense of alienation expressed by some of the present crop of graduate students.

The undergraduate students, like the graduate students, are strong. According to Department sources, 98 percent of the 129 native, first-time examinees passed the CLAST Essay test, 95 percent passed the English Language Skills test, and 94 percent passed the Reading test. According to the Department, "those pass rates place us first in the state in all three test categories."

Facilities and Resources

According to everyone we spoke to, the Thomas G. Carpenter library at UNF is first rate. It contains a collection of more than 500,000 items, including books, periodicals, maps, federal and state government documents, films, slides, audio and video cassettes and records, as well as more than 750,000 microform items. It appears to be the best library in Duval County, Florida, and for miles around. Many local citizens not otherwise affiliated with UNF pay the fees required so their children can use the library. As such, it is a good University recruiting tool for both students and friends. Everyone, including the Department Chairman who has a Master's Degree in Library Science, gave it high marks.

Every regular faculty member of the Department has a computer now, either Apple or IBM compatible, and the Department is vigorously pursuing a program of computer-aided composition. It is to be lauded on both accounts. There are, however, only three printers in the Department at present, which is woeful. Every faculty person should have a printer attached to his computer, even if it is only a slow and ugly dot matrix machine. There is a laser printer in the Department office, which allows everybody to get a manuscript in proper shape for submission. There should be more of these around, however. Otherwise equipment seems plentiful and good, as does space, and support personnel staffing.

One resource that is severely lacking is money for travel and other faculty development. Last year, the academic vice president made $50,000 available to the UNF faculty for certain kinds of faculty development. This is praiseworthy, even though the money was apparently not designated for travel to do research or to attend meetings or otherwise advance one's career. We understand that in hard economic times, R&D funds are among the first to go, but in the case of a university, this is a false economy. It appears that the Provost is going to be able to make such funds available again for next year, although with what restrictions we do not know.

Some concern was expressed by faculty about a rumored dearth of summer classes. In general, nine-month salaries are insufficient to support a faculty member through twelve months, and whether or not summer teaching is available is a very serious matter to them. At least one faculty member said that a paid summer course reduction to allow time off for research would be among the most desirable faculty development assists one could hope for.

Responses to Previous Program Review Recommendations

1. The Department has netted only one of the three faculty positions recommended in 1986, although, as noted, the administration funded two visiting professorships for this academic year.

2. In response to the recommendation for funding of Departmental equipment purchases on a regular basis, some funding appears to have been available every year for equipment purchases, although it also appears to vary. Such unpredictability makes orderly equipment purchasing difficult. Equipment appears to be purchasable from three types of accounts, including Scientific and Technical, Operating Expenses, and Other Capital Outlay funds. Money for the major equipment purchases for the UNF Department of Language and Literature comes from this last source. In 1985-86, OCO funds for the Department totaled $419. In 1986-87, there were no OCO funds for the Department. In 1987-88, the Department received $28,457, mostly to purchase computers for the faculty. In 1988-89, the Department received $6,223, again mostly for computers. While this kind of feast and famine equipment funding is not unusual in higher education, it is lamentable.

3. Some reorganization of space to provide adequate office and storage space for the departmental administration, for new faculty, and for adjunct faculty, in the same vicinity has been accomplished. At present, one adjunct faculty member is housed in the Computer Building and another in the Skills Center,

which she runs. If staffing is brought to desired levels, however, space will become a problem again.

4. In the minds of Department members, desirable coordination on the matter of admissions, to provide for adequate academic planning at the lower division has not occurred. If indeed 150 additional freshmen are admitted both in 1991-92 and 1992-93 with no additions in departmental staffing, the Department does not know how it will handle the problem.

5. The operation of the Skills Center has been brought into closer liaison with the English faculty. Nonetheless, the Skills Center is understaffed to serve properly all the UNF students requiring or desiring its services.

6. The undergraduate curriculum has clearly been opened to a wider variety of approaches to literary study and to advanced writing. Now it needs more people behind the counter to serve the customers.

7. In response to a recommendation to involve the faculty more fully in advising, in publishing a Departmental syllabus each semester, and in assisting the Chairman in the governance and administration of the Department, a system of committees and coordinators has been established to be responsible for Composition, the Graduate Program, and Foreign Languages. It appears to be working well. Academic advisement of undergraduate majors, however, was moved out of the Department into the College of Arts and Sciences. Rather than being published in a pamphlet, course syllabi appear to be gathered

together in a file folder and made available to students in the Department office. The Department's Self Study says they "are usually available for each class by the beginning of the term."

Strengths, Needs, and Recommendations

The Department, its chairman, and its Program Review Committee deserve high praise for the excellent self study and resulting report, on the basis of which the current review has been conducted. Their work in this instance, like the work of the Department as a department, manifests their excellence as a group. The faculty take their teaching, University service, and scholarship seriously, and, by all appearances, do well in all three areas. This is a fine department the strength of which should be recognized. While it has its problems, they are few and they are fixable. The future of this department is very, very bright.

Pre-eminent among the Department's needs are several tenure-track faculty positions, in order to maintain the integrity of the B.A. and M.A. programs. Of less urgency is the need for funds for faculty travel and for a number of (even very cheap) word-processing printers.

Our specific recommendations are as follows:

1. Several tenure-earning faculty positions should be added to the Department.
2. The Department should meet with the Dean, the Academic Affairs Vice President, and the President as many times as it

takes for a frank discussion of the issue of involving faculty from other departments in teaching Gordon-Rule courses through a program of Writing Across the Curriculum.

3. As many adjunct positions as possible should be converted to full-time lectureships in order to enhance planning, and to provide better educational experiences for students in lower division Gordon-Rule courses.

4. A few Graduate Student Teaching Assistantships should be created in order to enhance the M.A. program for those students interested in pursuing a Ph.D. and going into college teaching, to enhance the integrity of the M.A. program, and to assist in the hard and valuable work of teaching writing to lower-division students.

5. Faculty should reduce their commitment to Lit I and Lit II classes and offer more upper-division and graduate English classes in order to serve better their undergraduate and graduate majors.

6. If there is going to be a Drama/Theatre Arts program, it should have greater access to the University theatre in order to produce more than one play a year. It should also require a course in Shakespeare as do the other two tracks for the B.A. Course descriptions with reading lists should be xeroxed or printed in large enough quantities for students to take home with them to use in preparing their class schedules.

7. The Department should either retrieve from the College the task of advising its own majors, or it should establish a

mentoring system assigning majors to faculty members. The former is to be preferred, even if this means a reduced teaching load for an appropriate Department faculty member assigned the task.

8. The Department should develop some system of tracking its graduates, and should make an effort to stay in contact with them. Such contact not only helps the Department in its advising, or mentoring, but also manifests the kind of bond one would hope results from the experience of studying together over a period of years the best that has been thought and said.

9. The Department should continue its purchase of printers until all faculty members who want one have one.

10. Funds should be made available for faculty travel to do research and to attend professional meetings. Consideration should also be given to providing reduced teaching loads to selected faculty who need the time to work on research projects.

1991 Letters Program Review: Classics

General Introduction

The public universities of the State of Florida have a proud and distinguished history of providing instruction, encouraging research, and awarding undergraduate and graduate degrees in the Classics. This healthy tradition is due, in large part, to the strength of Latin in secondary education; to the inherent importance of the two languages and the ancillary fields of the Classics; and to the general intellectual value and practical usefulness of training in the Classics. All these factors bode well for the future of the discipline in the next several years.

This review owes much to many people: to my three colleagues who devoted time, talent, and energy to careful analysis of the specific department which they were asked to review; to our Classics colleagues on each of the three campuses who worked diligently on the self-study asked of them and who visited candidly and helpfully with us during the site visits; to the administrative officers on each campus who spent time studying preliminary materials and asking of us thoughtful and helpful questions and who made it obvious to us that the process of self-study/outside review was a serious one; and to R. E. LeMon who staffed the project for the Board of Regents and who provided essential background information and encouragement to all of us.

This report is written as the State grapples with a budget crisis which, while temporary, has all the trappings of a duration long enough to be a major factor until the time of the next five-year review. Even if our programmatic recommendations included a loud call for a major influx of new resources, it is so unlikely that these would be available that this process would have served little good. Our reports on each program are therefore especially cognizant of the need of each of the three departments to use available resources--personnel, preestablished curriculum, equipment, space, etc.--with even greater efficiency and with greater safeguards for quality than usual. In one case, this means that some very difficult decisions will be necessary. Paradoxically, however, because so many excellent resources are currently in place and in good use, it seems justifiable for two of the departments which we visited to begin planning for expansion of their degree-granting authority.

Not only do the three departments which we reviewed share in the state-wide interest in the Classics and in the present budget malaise; they also share several problems which deserve to be highlighted here: with a few isolated exceptions, some faculty salaries are well below national averages. There is every reason to suspect that some of the splendidly talented junior faculty will be easily lured away, and that, while a handful of senior scholars have been recruited, individuals with long-time commitments to their institution and to the

State will become so seriously demoralized that their teaching and research contributions will suffer. In the same vein, the level of OPS support presently available for each of the departments seriously compromises the amount, and indeed the quality, of Classics programming.

Issues which are presently at the heart of many institutions across America are confronting these departments, too:

(1) The three departments are attempting to build a case for the importance of a Greek and Roman canon in an age in which, in some quarters at least, it is this very canon, or the very concept of a canon, that is under assault. Our visits suggest that the issue is indeed alive in the Florida public universities, but that signs of the popularity of the canon abound on each of the campuses. This is due largely to the inherent importance of the Greeks and the Romans, and it is also due to the presence on each of the campuses of good teachers and interesting courses.

(2) We live in an era in which higher education is becoming more and more concerned with internationalization of the curriculum and of the student body. This has meant, on a national basis, a rise in the number of undergraduates who are able to study abroad; and we note with pleasure the important achievements in this regard of two of the three departments under review in this document. Certain aspects of the Classics are best studied in Greece and Rome, and we note with pleasure

that two of the three departments under review have flourishing arrangements for study abroad.

(3) More and more, traditional departments and disciplines are becoming associated with multidisciplinary and interdisciplinary teaching and research. This means that, even more than before, Classicists are expected to maintain active contacts with their colleagues in related disciplines and, indeed, in disciplines which on the surface seem to have no relationship to Classics. Our review of the three departments in the Florida system underscores the extraordinary support given Classics by colleagues in a wide range of disciplines--a fact which bodes well for our discipline in the next several years.

(4) Higher education is increasingly a part of an age of accountability, and in the next five years there are no signs of diminution of accountability, especially for public institutions. In this vein, institutions are more and more expected to participate in "outcomes assessment" -- a movement of considerable political consequence which attempts to measure what a student has learned in general education, and/or in a major. Similarly, more and more annual evaluations, to say nothing of promotion and tenure decisions, are dependent on the number of publications, the number of papers, the number of courses, the number of advisees, and even in some humanities departments, the numbers of outside grants. We believe that the State of Florida, if it measures, at least on an aggregate

basis, the productivity of its Classics faculties, will readily conclude that its investment has paid itself back manyfold. We are not as convinced, however, that *what* a student has learned in general education from his or her work in the Classics is as much as we would hope; that is not due, in most cases, to the interest or the ability of the faculty, but to the fiscal constraints on the three departments.

(5) We live in times when daily, so it seems, the definition of "professor" seems to change. How much one teaches in a semester, who determines the courses and the amount, who evaluates the teaching and research, and who communicates to various constituencies what a "load" means are all major issues that our departments are confronting. They ultimately point to a reward system, the incentives for professional growth and development, the mechanisms for governance, and, of course, there are major implications in these topics for the concept of collegiality. Our discussions underscore the fact that these topics are very much alive in Florida; the particular sections of this report will allude to issues which seem especially pertinent in each of the three departments.

(6) Nationwide, more and more departments are dependent on part-time, non-regular, or visiting appointments. While we are fully aware of the drawbacks of these appointments, there are advantages as well. It is not accidental that each of the three departments wishes to expand the number of lines they are

authorized to fill. In light of the fact that the fiscal prognosis is so bleak, creative use of visiting appointments might be a stop-gap measure worth considering: a visiting professorship in the Classics, to be shared on a rotating basis between the three departments, might be worth considering by the State. In fact, creative ways of bringing about personnel change are likely to be especially significant challenges to these departments in the next several years: there are very few, if any, retirements on the immediate horizon, a fact which makes the effects of the ending, within the next couple of years, of mandatory retirement of faculty at 70 all the more important. Incentives for these continuing faculty to take periodic research or development leaves are likely to become even more important; so, too, are assurances from administrative offices that faculty on leave will somehow be replaced.

(7) Institutional cooperation, especially in universities operating under the aegis of a state-wide system, is a goal with numerous advantages. Our visits suggest that the existing cordiality between the departments may be the basis for further cooperation. We suggest that the chair or some other single faculty member from each of the three departments meet together at least once a year, and that some of the following topics be addressed:

a) coordination of summer schedules so that high school teachers, current or potential, have the chance to study under as many different Classicists as possible;

b) sharing of one to three visiting lecturers each semester;

c) identification of one Classicist from each of the campuses who will present a "Florida Classics Lecture" on the other two campuses during the year;

d) ways in which the three departments can strengthen the role and the presence of Classics in the other universities in the System; perhaps, for example, the "Florida Classics Lecture" could be given periodically on those campuses where formal instruction is offered in the classics (if not via a department of Classics).

We also express the hope that, in time, the following two topics might be discussed:

e) discussion of ways in which degree candidates at one campus might enroll in either of the other two;

f) discussion of the possibility of a faculty member from one of the three campuses offering, in person and/or through technology, a one day/week course on another campus; or, spending an entire semester on another campus.

The topic of institutional cooperation has special significance for the two campuses who we recommend proceed with planning for the Ph.D. degree. While each of the two campuses has its own strengths, and while the new costs needed to inaugurate a Ph.D. program are minimal, it does not seem likely to the outside reviewers that the State will, in fact, approve two new Ph.D. degrees in Classics. That being the case, we urge that as each department proceeds with planning, it give careful thought to whether a joint Ph.D. program might be in the two universities' best interest. We are aware that the history of cooperative Ph.D. programs is a murky one at best. Nevertheless, the State would do well to ask that the possibility be explored, and we believe that the departments should take the lead in its consideration, if for no other reason than doing so might identify other areas in which real collaboration might be possible.

If the departments conclude that a shared program can not in conscience be endorsed, we urge that they clearly delineate how the two programs could, if implemented, complement rather than duplicate each other. While by its very nature, Classics is an interdisciplinary field, some of the nation's most distinguished Ph.D. programs in our field are focused in a particular subfield: a case could be made that the overall focus of the FSU program be archaeological, whereas that at UF be philological. No credible Classics Ph.D. degree program exists that does not require a student to do work in both archaeology and philology, and that is not what is being suggested here. Nevertheless, such careful focusing by the two departments might, indeed, allow the approval of two independent Ph.D. programs.

University of Florida

General

The departmental self-study document, the published catalogs and brochures, the on-site visit and interviews with faculty members, students, and members of the College and University administration, as well as the opportunity to see the departmental and University facilities all bespeak an enterprising and maturing young department that has the University's respect, its students' enthusiastic appreciation, and an ambitious and committed faculty. It should be said at the outset that the recommendations of the last Board of Regents' review were taken seriously and have been implemented to a very large extent where possible. Further, all members of the department, faculty and student alike, convey a sense of optimism for the professional future of its undertakings despite the recognized limitations of the current budget curtailment, which has particular effect on a unit of this size, role, and potential.

Program

A. The undergraduate program reflects the dual goal of the department to provide for (1) language education and work leading to majors in the several disciplines, and (2) general education courses appropriate to the degree requirements in the humanities and to elective options. In both areas the range of courses now in place offers good general coverage and at the same time reflects interests, talents, and specialties of the faculty. The principal decision taken recently by the department is to emphasize the teaching of the elementary languages in order to strengthen the intermediate and upper level of language courses and to provide additional appropriate training for graduate students. This has come at some cost to the amount of general education work the department can offer. There is a strong interest in the archaeological component on the part of both faculty and students.

B. At the graduate level the Latin master's program has been a considerable success, providing a source for training of secondary school teachers and an intermediate step for students intending further graduate work in Classics or related subjects. The implementation of a set of graduate courses in Greek has appropriately provided a stronger master's program and has become a good foundation for moving towards a doctoral program, which the department places as its highest priority (see E below).

C. In the area of integration with other programs and interdisciplinary work, the department has good ties with history, art history, philosophy, and linguistics (including a shared appointment with the latter). Despite the importance of the training of secondary teachers in Florida now and in the foreseeable future, the relations with the College of Education have not measurably improved since the last review.

Paradoxically, the department has provided a principal (and very successful) effort at training Latin teachers for the State with what its members perceive as little cooperation, and indeed some hostility, from the College of Education. One member of the department, now serving in a full-time administrative role, has a statewide and even national reputation as a facilitator of secondary education and teacher training and has clearly played a major leadership role for the program and the students. Nevertheless, the students report receiving little support for their goals from the College of Education, and often get mixed or even negative signals from that College with respect to teacher preparation in Latin or the need for Latin teachers in Florida.

The joint M.A. program with the University of South Florida seems to serve well both the students who take advantage of it and the sense of direct cooperation it fosters between the two departments. The Center for (Modern) Greek Studies is interdisciplinary in its nature, remarkably inexpensive, and assures contacts for the Classicists both across a wide spectrum of disciplines within the University and in the community as well. Similarly the Comparative Drama Conference, housed in the department and the creation of one of its members, not only assures interdisciplinary contacts locally and nationally, but has given the department national visibility and recognition.

D. Community Colleges obviously are of importance to the department because they train such a large number of the undergraduates whom the department serves. But since there is very little instruction in the Classics at the Community Colleges the department receives their students in its general education courses or its language courses and must develop students' interests and abilities from that point on. The lack of Latin training in the Community Colleges puts their transfers at a disadvantage.

E. Program development has been a principal concern over the last five years and the results are both obvious and satisfying.

The interest in the creation of a doctoral program has been evident in curricular proposals, in faculty appointments, and in negotiations with the dean for a pattern of growth during the next 5-10 years. The recent loss of a tenure track position (currently held by a visiting appointment) during the budget curtailment has been a serious blow to a development that seemed well thought out by the faculty and supported by the dean. The efforts to improve the library holdings, the creation of a seminar room and a departmental research collection, and the appointment of a distinguished senior Hellenist and an exceptionally versatile younger scholar have all moved the department to the point where it is indeed ready to plan for a Ph.D.

The creation of an Advisory Council has recognized that a young department, which can not rely for some time on a constituency of its own graduates, needs to have outreach to potential supporters of the Classics in Florida and wherever UF alumni and friends are to be found. The list is an imaginative one, and the use and expansion of this Council's abilities and interests will be a major challenge to the department over the next five years. So also the department has begun an essential program of outreach to its alumni both by publication and direct contact. The Classics Newsletter offers a very positive view of personnel, activities, and aspirations; it is noteworthy that sections on graduate students and alumni appear to be expanding and should be given even more attention. Indeed, the department might wish to sponsor alumni reunions at national and regional meetings.

The presence of a classical archaeologist in the department along with a classicist with a strong interest in Roman Spain, as well as another and closely cooperating archaeologist in art history, stimulated some preliminary examination of possible excavation sites in Spain. The budget curtailment and the anticipated departure of the historiographer have placed this activity somewhat in abeyance.

F. The department is clearly abreast of the national issues in the profession and the particular needs of the State. Its members are professionally active in Classical associations at all levels, present papers at meetings, and are in close contact with colleagues at other institutions. Members' connections with the American School of Classical Studies in Athens and the American Academy in Rome, as well as with the Aegean Institute at Poros, have assured such alertness to trends and problems in the Classics, as well as serving students and departmental aspirations well.

The department has met a widely perceived need by a series of summer courses offered in Dade County and at Trinity Park in support of the programs of secondary school teachers, with commendable results and to the great credit of those involved. Its emphasis on the intermediate and upper-level language instruction through stress on the elementary again reflects a national perception that special attention needs to be given to the encouragement of students to pursue the Classical languages beyond the "requirement" level. Successful involvement in interdepartmental and interdisciplinary work reflects a current interest in the Classics throughout the country that builds on the inherent interdisciplinary nature of the field. The similarly successfully insertion into its structure of a program of modern Greek studies is to be noted; such a collocation may seem logical under a Classics umbrella but elsewhere has often proved an uncomfortable union.

The aforementioned good relations with the department at USF at the graduate level may account in some measure for the minimum of friction and rivalry between the two institutions' modern Greek undertakings. Finally, and vitally for the health of a Classics program locally or nationally, the department has built a faculty of able teachers and research scholars who also and consistently demonstrate their interest in and their ability as advisors for their students.

In large part it is fair to say that the department has achieved its goals to date well. Aided by strong, ingenious and imaginative leadership from a chair who some years ago brought a major national grant into the department and was canny enough to make its impact lasting on the departmental fortunes, a dean who respects what the department is doing and can do and has been supportive of its ambitions, and a student body that appreciates the quality of its courses and the richness of its subject matter, Classics at UF has made effective use of its resources and stands in strong position to achieve the next quinquennium's major goals.

Faculty

A. Teaching has always been and remains a strong emphasis in the department. Not only does it reflect the missionary vocation of the individual members and their commitment to the richness of their field, but its success is demonstrated consistently by the high regard students express for the quality of the courses. The teaching load, while not unusual for a Classics department (members of the profession are known for overdoing the offering of individualized instruction beyond the normal assignments), is complicated by the administrative assignments of two of its members and the upwardly mobile goals of the department, particularly in the area of research productivity and graduate expansion. The department has served the University well in its offerings in the area of general education and humanities courses, but this commitment seems now to be in some tension with the individual and corporate aspirations at the more specialized level. The chair seems to be teaching a full load of courses, despite sometimes intense administrative activity and research and outside involvements. With the last two appointments at the senior and junior level, the department seems to have achieved hiring coups.

B. There is no doubt of the strong commitment to research by the present members of the faculty and of the chair's ingenuity in finding ways to encourage and support that research. The research posture is respectable and improving, with a number of technical fields represented that will strengthen the reputation of the department among colleagues elsewhere and prove attractive to students considering graduate study. Although there may be informal sharing of research interests, there is at present no regular presentation of research-in-progress to colleagues or students--necessary for a department with Ph.D. aspirations and very desirable otherwise.

C. With the new departmental pattern of governance, every faculty member certainly has adequate potential for committee and advising service. Some of the senior members of the faculty have been active in-service to the profession both in the U.S. and abroad. This is not a department that shirks responsibility.

D. A department that in 9 positions (8 continuing, one visiting) shows 6 white males, 2 white females, and 1 black female has done a reasonably good job of observing E.E.O. goals, attention to which will certainly affect further recruiting efforts in a field where the production of female doctoral students is strong.

Students

A. The department is to be commended for the numbers of major students it has attracted, and particularly for the number of graduate students, granted that the program is to date limited to the M.A. degree and with minimal OPS support for graduate students as teaching assistants.

B. The admission standards for graduate admission (including GRE's), although not high, are acceptable for a program at this stage and can be expected to improve as the program matures (i.e., with the implementation of a master's degree available in Latin, Greek or both, and the potential of a doctoral program). The quality of the students seems good at minimum and in a number of cases very good indeed.

C. Retention is really a problem only in the languages, and there it is a national one. As noted above, the department is making a strong effort to concentrate on the development of a constituency for intermediate and advanced language courses, and may be expected to propose other approaches to the problem than simply focussing on the elementary sections. Of course, by placing its very best teachers in the low-level language courses the department may well aid in retention.

D. The department is putting considerable effort into its contacts with former students. In addition, there is an active Eta Sigma Phi society that is apparently very attractive to current students and provides them an opportunity to enhance their education through professional and social events. The students are almost uniformly complimentary about the department's efforts in teaching and curriculum, while recognizing some of the limitations inherent in a small department with multiple goals. They are critically protective of their faculty, well able to discern what each contributes, and proud of what the department has achieved for and with them. There was general agreement that the new senior appointment in Greek has made a major impact at all levels of departmental activity. They are somewhat critical of the library and aware of its needs; the addition of a departmental seminar room and research library has been an important gain for them. The department should make every effort to communicate with and to listen to the suggestions from its students, for they are a talented, loyal, and potentially useful group.

E. The department's undergraduates and graduates represent an exceptionally diverse group, both ethnically and in general background. The department is to be congratulated for having provided the stimulus and the interest to such a varied student constituency. In so doing they are serving well not only the students and the University, but also the State and the discipline, which at the national level has not been notably successful in attracting students from perceived minorities into the major or graduate levels of study. This department has clearly provided an atmosphere, including role models, that has made this possible.

F. In its 15 years of independence as a discipline, the department has developed an impressive record of degree students. Not only has there been a reasonably steady production of bachelor's degrees and students who have achieved certification for the teaching of Latin in secondary schools, but some of the students have gone on to graduate work in Classics at such universities as Texas, Loyola, Northwestern, and Vanderbilt; two have now achieved beginning faculty appointments at major universities, and about a dozen are teaching at the secondary level in Florida and elsewhere.

Facilities and Resources

A. Library collections have improved dramatically since the last review, particularly with the purchase of the Walter Marg collection of 4100 books, a collection which has considerable potential for supporting the research mission of the department. Further, a major collection of works on numismatics was added in 1989-90, again an enormous asset to Classics, history, art history and related fields, and a further step toward the specialization a research library needs. These collections were obtained through the energies of the chair and generous contributions from the library itself, the dean, the Graduate School, and the Department of English, among others. There is a good basic collection of periodicals in the field, providing a solid foundation on which to grow. This presents a striking change over the time of the last review.

The library itself is not very conducive to the intense involvement of students or faculty at this point. The variety of classifications, the limited quiet space for study, and the scattered location of books that apply to the Classics all present a problem which will appear even more acute as the department plans for the Ph.D.

The recent "University of Florida Libraries Program Review: Classical Studies" provides good evidence not only of the intention of the library and its professional personnel but also of the effectiveness of their efforts to build a research library supportive of graduate studies. Success in the areas of Greek and Latin writers and literature is apparent, as well as in critical materials needed in other special areas. The dramatic growth in budget and current collecting level over the last four years noted on p. 6 of that document is impressive indeed, and its partial debt to enhancement moneys should be noted.

B. The development of a seminar room and a basic research collection for it (the latter accomplishment brought about by the appointment of the new senior Hellenist) has given a strong boost to the morale of students and faculty alike. It provides a focus for the discipline, and already shows evidence of being outgrown within a few years. But it is an excellent start.

C. Either by departmental ownership or availability from other sources it would seem that the teaching and research equipment needed is largely at hand, only to be enhanced by upgrading and with increased demands as the department's activities continue to grow and expand.

D. Nothing but praise could be found for the quality and the efficiency of the departmental secretary, to describe whom even the literarily adept Classicists felt themselves inadequate. So also the other staff assistance seems to be functioning well. As the program grows more complex one can anticipate a need for additional staff support.

The OPS support for a department that teaches so much and so many students in several such distinctive programs is dangerously limited, and will need serious consideration by the department and the College at the earliest feasible date. With the increased strength of the master's program and the clear need for some sectioning in the general education courses, this need becomes more acute. This issue will be at the heart of new resources needed for a Ph.D. because the size of the OPS budget directly controls the size of a graduate program.

E. The space now assigned to the department is well located and well used. It has the advantage of accessibility and contiguity. The offices are not uniformly of a size or attractiveness, but they have the advantage of single occupancy and convenience. In the light of the numbers of majors and graduate students it is to be hoped that some additional space for their professional use can be found in the near future, granted that the seminar room will be in frequent class use.

Response to Previous Program Review Recommendations

The departmental response to the previous reviewers' recommendations is set forth on Form 14 of the Self-study document. Issues of governance structure, a seminar room, and the development of a minor have clearly been addressed. Item D, OPS needs, has been addressed but will need continued attention, as noted above. Item E, cooperation with the College of Education, has been less successful than it ought to have been, and must be addressed by the department, the two colleges, and the Office of Academic Affairs. This traditional and all-too-common gap between two units professing to work to the same end is intolerable wherever it exists, and must be ameliorated, at whatever level. The Center for Greek Studies and relations with USF need no further comments. The issue of a Ph.D. program will be addressed below.

Program Strengths, Needs, and Recommendations

(note: for the first two rubrics this will be largely summary from what has gone before)

Strengths

1. A strong and well-trained faculty, devoted to teaching and increasingly productive in research, capable of covering a large number of the authors and sub-fields of a complex Classics program.

2. A tradition of fine teaching in both the general and the specialized courses.

3. A widely-recognized and successful effort to prepare and support teachers of Latin in the secondary schools.

4. A department attractive to and dedicated to serving well a wide diversity of students, who in turn offer hard work, enthusiastic response, and increasing professional interest.

5. Visibility in the University and in the State, with clear appreciation for the quality of work and commitment.

6. Vigorous, aggressive and effective leadership from a long-time chair, well-supported by faculty and staff.

7. National appreciation of much of the above, with particular appreciation for service to the profession.

Needs

1. Continued sympathetic support from the College and the University for highly trained specialists who have been

good University citizens across the board and who are developing a program that increasingly should allow teaching of those specialties at more advanced levels.

2. Financial and programmatic support that would allow recruitment of graduate students to achieve a more appropriate critical mass for the graduate program and allow a somewhat different configuration of teaching.

3. Recognition by the department that a strong undergraduate language and general education program are not incompatible with and can coexist with a specialized graduate program.

4. Mediation that will result in collegial cooperation with the College of Education.

5. Strong efforts at the University level to hasten the systematization of the library, provide more appropriate environment for study and placement of an increasingly viable Classics collection.

6. A framework for sharing of research experiences and interests with colleagues and students.

7. A formal structure of interrelation between students and the department that might avoid awkwardnesses of individual suggestions and/or complaints.

8. An appointment in Latin poetry as soon as possible.

9. High priority on the list when the financial curtailment is ended and support of OPS increases and new faculty lines become once again a possibility.

Recommendations

1. That the department be given permission to plan for a doctoral program in Classics. This recommendation is based on four main points: a) Florida, one of the most vital and expanding systems of higher education, has no program at the doctoral level in Classics (nor is there one in immediately adjacent states); b) the department faculty, with some slight additions, is of the quality and the preparation to institute a plan that relies on the strength of the new M.A. degree, the specialties that the department can cover, what they have accomplished without the draw of such a degree program, and the improvement and potential in the library collection; c) the clear intention of the UF to add emphasis to its role as a research institution and the considerable stimulation that the development of a Classics doctoral program would provide to many of the departments in the University (History, Philosophy, English, other languages, Anthropology, Linguistics, medieval and renaissance studies of all kinds, etc.); d) the Classics profession anticipates a need for doctoral students in the light of the demography of retirements and increased student populations of universities.

2. That in connection with the permission to plan for a Ph.D. the department look carefully at its own strengths and at those of the department at FSU and determine how best to build a doctoral program that recognizes both sets of strengths. The

extent to which cooperation may be possible should be an essential part of the planning process.

3. That once again the department, with the cooperation of the College, the graduate school and the Office of Academic Affairs, undertake a reapproachment with the College of Education that may result in the two units working more effectively together for the benefit of the students and, ultimately, for the State.

4. That the department look carefully at its requirements for its majors as they affect the taking of courses in ancillary disciplines, and draw up specific guidelines to ensure appropriate attention to such fields as history, philosophy, art history and linguistics on the part of its majors.

5. That the department establish a colloquium series designed for the sharing of research interests or research-in-progress by the faculty with its colleagues and its students, and that participation in this process be opened to colleagues in tangential fields of scholarship.

6. That the department establish some type of representative student advisory committee that will include undergraduates and graduates and would provide a forum for exchange of ideas, offering of suggestions, or registering of complaints. This structure would have transmitted easily such student concerns as the current pace of covering Latin grammar and the limited amount of reading that can be done before

leaving the requirement; the sense that the proseminar is too vital to allow cancellation even under fiscal or personnel stress; the importance of very early T.A. evaluation in the semester, and perhaps two standard evaluation times; and the need for getting student evaluations back to the T.A.s before they begin to teach in a subsequent semester.

7. That where possible the College and the Office of Academic Affairs undertake to replace personnel whose teaching must be reduced (e.g., those who are called to administrative duties) with funds that would allow appointment of faculty level personnel, rather than a graduate teaching assistant.

8. That the department work closely with its minority students to enhance the prospect of their entering the teaching profession as Classicists and to encourage them to act as they can as missionaries for the field which they have chosen.

9. That the department work to identify space for an undergraduate/graduate student work/study room to allow the group better identification, build on their professional contacts, and provide an incentive for other students to join in the enterprise.

10. That the department reaffirm with the dean its decision to make its first priority as a faculty line the appointment of a specialist in Latin poetry.

11. That the department give serious consideration to asking that the proposed second line agreed to in earlier negotiations with the dean be convertible to OPS funds with the

specific goal of enhancing the graduate program by having additional funds to support good applicants with teaching assistantships.

12. That the department, the College and the Office of Academic Affairs work together to ease pressures felt at each level for the balance of departmental offerings between general education and specific departmental programs, with careful attention to the department's general education obligations on the one hand and its laudable aspirations for professional development on the other.

Florida State University

General

With an honorable history of influence and service at its back, the oldest Classics department in the State of Florida enters its seventh decade in a state of high intellectual prosperity and with prospects for a bright future. An assemblage of talented faculty, several of whom are nationally prominent in research and related professional activities, has been attracting a critical mass of good students. These students are enthusiastic about the quality of their instruction and pleased with the opportunities made available to them. A variety of enrichment activities promotes intellectual exchange between students and faculty. The department serves the University well in a variety of functions: curricular contributions, committee work, and collegiality. The current dean speaks of them as "a small department with a large outreach." Scholarly activities are facilitated by a solid collection of books and journals in the library which has been well maintained through intelligent attention to the field. In the eyes of the evaluators, this is a strong department deserving the fullest support that the University can give both through attention to immediate needs and by encouraging the planning necessary for the development of a Ph.D. program.

Program Curriculum

The department sets forth three instructional priorities of equal importance: 1. contributions to the University's Liberal Studies Program; 2. training high school teachers in Latin; 3. the preparation of M.A. candidates for further study. To these ends the curriculum is well balanced among civilization courses with readings in translation planned to meet University requirements, more advanced topics courses, and courses that provide a graded program of language and literature study for Classics majors. The majority of the translation courses are Gordon Rule courses. Every course fulfills a necessary function in one or another program.

Given current enrollment the number of course offerings does not exceed demand; there would be room to institute new courses of various kinds. The department also offers a large selection of degree programs: at least 5 different M.A. tracks and 3 for the B.A. Since all these are based on a common core of offerings and utilize courses that also serve affiliated programs, the multiple options seem well justified. All the M.A. programs are clearly described on attractive schedules; the semester course description sheets are also very informative and attractively presented. On the other hand, the shape of the undergraduate major(s) appears to be a little less clearly defined than the M.A. programs as a consecutive course of study. Especially it seems uncertain to what extent language majors are required to complement their studies with work in history, archeology, or other fields important for the Classics.

Program integration

This takes place in several areas and on several levels of instruction. The department generally and individual members especially enjoy a productively cooperative interchange with several departments including Art History, Religion, and Anthropology. They are also partners in the Humanities umbrella program. These alliances were made clear not only by the testimony of department members but also through interviews with the chairs of two departments: Art History and Religion. Courses taught by department members fulfill critical needs in these programs and Classics faculty act as research supervisors for thesis and dissertation projects.

Art History

This ten member department offers a full-scale Ph.D. centered on western art. Doctoral candidates in Art History are expected to concentrate in two areas for their exams. Ancient art is one of these areas. The fact that no lines for ancient art historians are included within the department means that all work in this area is contributed by Classics faculty who are therefore teaching courses required by the program. The Classics faculty also administer exams for concentrators in ancient art and they direct dissertations and M.A. theses for these students. Recently five dissertations and M.A. theses have been completed, and more are in progress.

Programs Abroad

Art History is also the home base, as it appears, of the teaching program in Florence where all Ph.D. candidates in art are required to spend a term. For Classics faculty this program offers an opportunity both to teach courses in direct proximity to relevant sites and monuments and also to maintain a pedagogical base of operations handy to the excavation at Cetamura. Members of the Classics faculty are regular participants, utilizing the opportunities for on site study in a variety of courses that could not so effectively be offered elsewhere. Among recent offerings are "Etruscan Cities" and "Ovidian Mythology in European Art". At the present time, one of the department's archaeologists is teaching a Roman civilization course for the program. Undergraduates are clearly profiting from this opportunity for foreign study. Graduate students complain that their financial support arrangements exclude them from the program; this situation appears regrettable. Study abroad is important to Classicists, and not only to those majoring in archeology. If the department does institute a Ph.D. program they should attempt to work out some kind of funding adjustment, possibly through providing special fellowship aid, to ensure a semester in Florence for each candidate.

Religion

Similarly, four members of the Classics faculty contribute courses in the area of Religions of Western Antiquity; this is a special area featured in the department's current M.A. program. The department is in the last stages of establishing a Ph.D. program which will focus on western Religions. This is the only Religion Ph.D. proposed for the State of Florida and, like the Classics program, offers the advantage of a strong library collection.

Currently, it is possible for undergraduate students to set up a joint major in Classics and Religion. A course for senior and masters students in "Greco-Roman Religion" is offered by the department. The language offerings of the two departments are also complementary since Greek and Latin serve religious studies and this department, in turn, makes Hebrew and Sanskrit available. It is worth noting that the Religion program profits from the department's teaching in Classical mythology and from such special feature courses as the "Cicero and Roman Religion" offered this semester.

Humanities

The chairman of the Classics department also serves as chair of the program in Humanities, a natural relationship in view of his strong literary interests. Currently Humanities offers the only available Ph.D. routes for Classics students. It does so with two programs: one concentrating in archeology, the other in "Intellectual History of the Classical World". Humanities serves as an important source of funding for Classics graduate students.

Other fields

Anthropology and History are also closely allied with Classics. Archeological field work and the courses requisite to it form the basis of a close bond with Anthropology. The link with History is similar to that with Art History. The Classics department supplies all course work in ancient history; history enrollments help to support the teaching of a good range of courses.

The departmental report speaks of forming closer relationships with English. Certainly such interassociation would be in keeping with the interests of several faculty members, but no specific routes of communication are projected. Although the English Department is apparently of high quality, its interests and strengths were not made clear.

In noticeable contrast to Art History and Religion, the Philosophy department seems to have little contact with Classics. Although courses in ancient philosophy are offered by this department, they do not seem to be taken by Classics students as frequently as they might be. We do not know the reason for this, but recommend that efforts be initiated to improve the dialogue and cooperation between the two departments.

Teacher Training

Originally instituted within the framework of a state educational college, the department has continued over the years to be responsible for the training of a large number of the Latin teachers in Florida, a state well reputed for the strength and collegiality of the program. On behalf of this mission, the department in past years has enjoyed a close cooperative relationship with two program officers in the College of Education. A new foreign language specialist has been hired by the College of Education, and steps should be taken in order to make certain that the excellent cooperation between the Classics Department and the College of Education continues in the 1990's. This is especially mandatory because the supply of new Latin teachers is inadequate to a rapidly increasing demand throughout the United States. Florida State University (FSU) should be training not only its own in-state students but also candidates from out of state colleges for teaching careers.

In-state Affiliations

Since Florida community colleges do not currently sponsor Classics programs, the department has no links in this area. It has, however, been supportive of Classics teaching and attempts to institute Classics departments in small liberal arts colleges such as Rollins. The department maintains cordial relationships with its sibling institutions, the Universities of Florida and South Florida. Members of the faculties travel to each others' campuses to present lectures. For both short-term and long-term reasons, it is important that the tradition of statewide cordiality be protected and preserved.

With the influx of new graduate students, the greater number of mythology sections and vocabulary courses (Latin and Greek derivations) have passed into their hands. This leaves the regular faculty free to concentrate on such complex liberal studies courses as Greek and Roman Civilization, as well as special topics courses in aspects of ancient history and culture or literary genres and themes all of which serve the Classics major and are also available to non-majors. In accordance with their research interests the faculty can offer some very attractive specialties not routinely available in Classics programs, such as Etruscan art and Roman law. The three year course rotation cycle seems quite reasonable so long as a variable number is retained to allow for the introduction of special courses such as the "Cicero and Roman Religion" being offered this spring. Faculty members have ideas for more such courses, as for instance, one dealing with Greco-Roman economic history. Such ideas should definitely be encouraged and pursued.

New Program Development

This issue is critical since the department announces as its long-term goal the establishment of a Ph.D. program that will "reflect the teaching and research strengths of its faculty" both in literary studies and in classical archeology, an area in which they have made conscious efforts to excel. On academic grounds this goal is entirely reasonable and justified. Many of the arguments in its favor should be implicit in the discussion above; however, the following specific matters should be addressed:

a. Student interest. It is appropriate to begin with this item first since a number of this year's class of entering graduate students have expressed a desire to remain for the Ph.D. If the degree program should not be implemented, these students have two options, either to continue their work under the aegis of Humanities or Art History, as some of the advanced graduate students are now doing, or take their interests to another school. Inevitably, the latter will result in the loss of some very well-qualified students.

b. _De facto_ program. When the cost of implementing a Ph.D. program is being estimated, it should be stressed that a large part of the curricular and personnel structure for the implementation is already in place. The quality of the program is evident. Faculty members teach a variety of strong courses, and on balance maintain a scholarly productivity necessary for a credible Ph.D. program. From conversations with faculty members as well as published course descriptions, it is clear that courses on the seminar level are being taught with an expertise and sophistication appropriate to Ph.D. study. The newly established pro-seminar would also provide an appropriate grounding for Ph.D. candidates. A historiography bibliography given out as a sample showed a command of current scholarship on the cutting edge. Since the rotation cycle is three years with options for interpolated courses, students in the Humanities program have regularly been able to complete 60 graduate hours in Classics courses. Only a little further expansion of course offerings would be needed for the Ph.D. Also, many faculty members now directing dissertations for Humanities Ph.D. candidates might just as well be doing this under the aegis of a departmental program. Additionally, it should be noted that the opportunity to participate in the decision making and other processes that go with Ph.D. sponsorship may be an important factor for the outstanding junior faculty.

c. **Regional and national justification.** If FSU establishes a Ph.D. program, it will be the only one within geographical range of the southeast. Currently the closest programs are at North Carolina-Chapel Hill, Duke, Texas-Austin, Ohio State, and Indiana. When one considers how many very fine liberal arts colleges are located in the southern territory to supply students, the need for a Ph.D. program seems not merely justified, but actually urgent. For some time now, Emory

University has been attempting to capitalize on this need for a southern Ph.D. program, but has not succeeded in attracting and retaining appropriately distinguished senior faculty members for the program. Tallahassee, by contrast, has a core of excellent faculty already in place and eager to implement a program, not to mention resources for research and other communal advantages that would take a long time to develop.

d. Size and Needs. The faculty understands that the program will be small, on the model of Art History and Religion. The former has ten members; with the same number Classics could offer a well-rounded curriculum. Also, the number of Ph.D. candidates will be limited since the department ought to continue its efforts on behalf of teacher training and also its hospitality to candidates for the M.A. All the same, since Ph.D. candidates remain for more years on campus, additional funding will be needed to open sufficient lines to permit some new admissions each year. Graduate student stipends must also be improved to make them nationally competitive with those offered by other Ph.D. programs in equivalent situations.

e. Subject Emphasis. The department has consciously sought excellence in Archeology, yet insists that it does not want to develop an exclusively archeological Ph.D. This statement is quite in keeping with the spirit of common cause that pervades the atmosphere of the department. Roman history and literary studies are also strong components of the program.

At the same time the University should recognize that the program will fit the picture of national needs in Classics. Only a few schools offer well-balanced programs in archeology with opportunities for excavation work. Competing schools would be Michigan and Berkeley.

Faculty

Size and Field coverage

Current membership numbers eight full-time and a partially retired member in a distinguished service position. This group admirably covers the broad field of ancient studies with the exception of philosophy, that is to say history, archeology, Art History, language and literature. This fact must be underscored when numbers are compared with those of many American Classics departments comprised exclusively of literary scholars. The advantage of this interdisciplinary model is a better integrated vision of classical civilization. This is particularly important in the present-day education of college Classics teachers who are expected to offer civilization courses as a part of their normal teaching assignments and often receive appointments on the strength of their qualifications for this work. Likewise, a good background in classical culture helps high school teachers dramatize the vitality of ancient languages. Notably, the members of this faculty consider themselves in first place classicists, and archaeologists; historians or literary critics only in second place. This breadth of vision is reflected in departmental teaching assignments. The Archaeologists have not allowed their language skills to atrophy, and the students are able to learn language from the same persons who tell them about political institutions or urban development.

The chief drawback of such a multi-faceted Classics department is that a small number of faculty have a great range of material to cover. Many areas are represented by this faculty, over and above the so-called mainstream studies in Greece and Rome. The competencies of the archeologist, for instance, include not only Greek, Roman and Etruscan art and archeology, but also teaching capacities in early history, the near east, and Egypt. History is supplemented by special skills in numismatics, epigraphy and Roman law, the latter a field that few departments can claim. The one area conspicuously lacking is mainstream Greek history and historiography. This subject should be represented by a research specialist. The department should have little difficulty is finding a pool of well-qualified candidates. Once this critical deficiency has been made up, then any one of several specialty interests would enrich the program. In view of the traditional and desirable emphasis on Latin and teacher preparation, a Latinist might be recommended, but possibly one with a research interest in Late Antiquity. Such a specialist could contribute to the language program while adding new dimensions and resources for literary and cultural studies; it is important to note that both Art History and Religion would also recommend an appointment in this area.

Research

The faculty has a strong record not only in the quantity of its publications, but also in the degree of originality and the range of interdisciplinary connections that characterize their work. Within the three year time-span specified on the special program review curriculum vitae sheets, some members, rightly or wrongly, appear more productive than others, but a look at career bibliographies shows that some members of the department are very distinguished while there is no one who has not at one time or another published good work. Lively on-going research keeps the majority of faculty members current; almost everyone seems to perceive at least a potentially constructive link between teaching and research. For contemporary literary critics currency requires the continuous effort to keep abreast of ever-more complex developments in theory and methodology, developments that require constant rethinking of the very basis of our approach to literary and philosophical studies. The department chairman is clearly a leader in this enterprise. Dialogues with other disciplines are also an important aspect of contemporary studies both theoretically and methodologically. The alliance between Anthropology and Archeology represents a very important line of cross-communication in the recovery and interpretation of evidence for ancient societies. In order to strengthen its research mission, the department has just decided to cut its teaching load from 3/2 to the 2/2 that is normal at the majority for research universities. Given that this is also the normal course load for humanities departments at FSU, one can only say that it seems high time.

Teaching

The students on all levels unanimously perceive the members of this department as excellent teachers. When asked towards the close of their group interview what was the best aspect of the program, they replied "the Faculty". They perceive them as accessible and interested in their own development. Undergraduates stressed the helpfulness of their designated adviser. The graduate students are also appreciative of the research interests and accomplishments of their teachers. They believe that the faculty are not only providing a sound education but also introducing an awareness of contemporary intellectual trends in their fields. Much of this perception is a clear consequence of the pro-seminar and the colloquium series that the department has instituted this year. The students especially appreciate the professional level contact that these events have facilitated. One new graduate student who completed an undergraduate degree at a very conservative department spoke appreciatively of the "whole new world" of ideas which had been entered at FSU.

Service

Generally, faculty service is well-distributed over areas involving research, pedagogy and administration. Members of the department have served and continue to serve the University actively in almost every capacity: on elective boards such as the senate, and on appointive committees. These latter include some important University search committees and also committees allocating research funds. Members of the department are also very active in professional organizations on the national, regional and statewide levels. Several members of the department have held national elected offices. The senior archeologist is an influential member of the Archeological Institute of America which she has served in many important capacities. She has also frequently served as a consultant for exhibitions and is particularly well-known for her projects concerning the corpus of Etruscan mirrors. The department chair has been president of Classical Association of the Midwest and South (CAMWS), Southern Section. For a number of years the CAMWS publication Classical Journal has been edited at FSU. All members of the department have served as referees for professional journals; they are also active as book reviewers. One member of the department made it his special province to keep contacts with secondary school teachers active, and publishes a newsletter, Latin Bulletin, that reaches the schools. A second newsletter has just been inaugurated presenting a very dynamic picture of the Archeology program. Members of the department regularly visit schools at request and also participate in the State Latin Forum and the assemblies of the Junior Classical League. Additionally, it might be noted that the strong service records of the junior faculty show how well regarded they are by colleagues in the larger field of Classics.

Colleagueship

A strong bond of common definition within the department may, in large part, be responsible for the warm sense of collegiality that emerges in planning and decision making and in day-to-day interassociation. Department members believe that their planning and decision making processes are democratically conducted and that differences of opinion are always constructively resolved. Collegiality is apparent also in the warm welcome that the department has given to its three junior faculty members. The department is proud of their achievements; it values their contributions and has fostered their enterprises.

Salaries

In proportion to their credentials and achievements, faculty members are very inadequately compensated. There is a serious danger of losing young faculty members who are simply not making an income adequate to support their professional lives in such areas as the purchase of scholarly books or attendance at conferences and meetings. The solution to this problem can not be expected to come from within the department itself.

Leadership and Governance

Much credit for the currently vagarious life of the department is clearly owing to its energetic, clear-sighted chairman. He is a scholar of distinction, a respected campus figure, and an excellent colleague who has the loyalty and confidence of his department and of higher administration officers. The elected Executive Committee appears to operate well and also with the full confidence of the department. Procedure for peer evaluation and merit assignments have clearly been developed with an eye to fair judgement.

Balance

Women are under-represented in the department. This is a curious paradox which seems to be largely an accident of what candidates were available in desired fields when hiring took place, because the department's general attitude towards women is strongly positive. The existing department was built by a woman chair who has occupied a highly respected position both in the University and in the field of Classics. Also, the currently senior woman plays a large and responsible role in departmental affairs. With the retirement of the current service professor she will, however, be the only woman in the department, a situation that both she and her colleagues consider undesirable. This point should be considered by the University in reviewing the staffing needs of the department. It is worth a special affirmative action effort in recruitment in hopes of satisfying at least one of the area needs by the addition of a woman scholar. This might be reason for priority funding from the University, and would be best if the net could be cast in two fields.

Graduate Students

During the past 3 years the department has seen an increase in the number and quality of graduate students. This began gradually, but escalated last year with an entering class of 10. This significant change came about through the chairman's energetic efforts to increase the number of teaching assistantships available on OPS funds in answer to an unusual number of good applications. Even more important is that this group is made up primarily of "traditional" students who come with a solid A.B. in Classics ready to continue working at a level appropriate to graduate school. Among this group are some students committed to secondary school teaching who will complete their programs with practice teaching. Notably, the geographical range of the group has also increased, and next year's applicants come from several good schools such as Duke, Emory, Virginia, etc. The department hopes to have funding for five additional admissions, bringing the number of active M.A. candidates to 15. This is certainly a respectable critical mass for a viable Ph.D. program.

Student Teaching

Students work as teaching assistants teaching two courses, or with one course and one assignment. Assignments are in elementary language and in mythology. Some orientation has apparently been provided for these teaching assignments. The department assists in syllabus design, and visitations do take place. Possibly this dimension of the program should be more clearly systematized in the future. The graduate students do appear to find their work in grading papers for the Gordon Rule courses very demanding: the average section enrollment is 45. The problem appears to be shared with the English Department. Since OPS funding is the chief source of support for graduate studies, the rationale for this heavy-duty employment is quite clear; but an easing of the burden by scheduling more and smaller sections would be desirable. To all appearances, student teachers are working quite successfully in the classroom. They receive good evaluations. Their salaries, like those of the faculty, are inadequate and uncompetitive. They are $800.00 lower than the English stipends although the workloads for the two programs are the same.

Undergraduates

The total number of undergraduate students has also increased markedly in recent years with the number of registered majors now reaching 17, 18, and most recently, 21. In proportion to the size of the school it compares favorably with the count of Classics majors; some are drawn strongly to languages; others have come through their interest in archeology. Accordingly, their interests and concentrations differ. Some faculty members are dubious about the value of the Classical Civilization major which includes a range of culture courses with minimal work in languages. Generally, the faculty seemed satisfied with the efforts and abilities of their majors, although some remarked that they would like to see them more ambitious. To the evaluators, it seemed that even within the language major the program could be more clearly structured with some definite requirements.

Alumnae/i

Graduates of the department have done well in a number of capacities. Many have become Latin teachers in the State of Florida. A partial list supplied by Professor Glenn gives the names of over twenty persons employed in the schools, but there are more. Several of the teachers have been officers of the Florida Classical Association. During the past ten years this association has awarded a Latin Teacher of the Year award, five of whose winners have been graduates, primarily at the M.A.

level, of FSU. The department has also a strong tradition of preparing M.A. candidates to enter Ph.D. programs at other graduate schools. Many of its good graduates are currently enrolled in programs throughout the country.

Facilities and Resources

Library

The strong collection of journals was begun during the years when FSU as a women's college offered the state's only Classics program. This collection includes all the standard American and Foreign journals in Classical languages. To this have been added many important European Academy series including both annuals and periodicals. The book collection, both old and new, is also strong. Since book selection rests with faculty members themselves, they certainly deserve congratulation on the excellence of the collection. Faculty members report prompt, cooperative service from Interlibrary Loan. Thus the needs of individual research appear well satisfied. This is not to say that the library has everything. When asked, department members can name periodicals they would like to add. While some additions might be made in the interests of a Ph.D., the current strength of the library is better than that at some American institutions already sponsoring Ph.D. programs.

Space

Office space is a serious problem. The department is housed in Williams Hall. Four members occupy offices in a suite connected to the secretary's and chairman's offices. Although no complaint was made, the evaluators noticed that the chairman's office was windowless; so are the secretary's offices. The faculty offices within this suite are well lit and of a moderate size; that occupied by the service professor is cramped; she relinquished her old office to give room to a full-time colleague. Across the hall a space has been developed into a complex of rooms housing the archeological facilities and faculty: three offices, a slide room and a drafting room. These latter are nicely arranged. However, the two junior faculty offices are so painfully cramped that there is desk-top space for little more than a computer terminal. Office facilities for Associate Instructors are very inadequate. Some have been given small tables in corners of the departmental space; five others are housed in a single room downstairs.

The seminar room where the department keeps a small collection of text and reference books is spacious and well-lit: an excellent facility. The book collection could stand up-dating, but the faculty is aware of this need.

Computing

One junior faculty member does not yet have a university supplied computer. This is a priority need. Most Classics departments these days have access to a computerized IBYCUS program, an electronic thesaurus instrument which covers all Greek literature and some Latin. Such a facility apparently exists at FSU but the faculty is only marginally aware of it and the students have no computer terminal available within the department.

Xerox

The department has listed a replacement for the xerox machine among its needs. Associate instructors preparing course handouts are particularly inconvenienced by the need to share this machine with other departments and also the fact that it is constantly breaking down. Whenever they have emergency needs, they complain of having to go elsewhere and pay out of the pocket.

Museum

A number of interesting future possibilities are offered by the recent bequest to FSU of the Appleton Museum, which offers space for lectures, congresses, exhibits and also, possibly for museum training, since this is of interest to many M.A. candidates in the Art History program. The collection is of a mixed nature.

Regular activities and special events

The colloquium series mentioned above is succeeding admirably in its aim of creating a sense of community for students and faculty. A strong chapter of the American Institute of Archeology (AIA) also provides an annual lecture series to keep Classicists in touch with on-going archeological research. For undergraduate students the department sponsors a chapter of the nationwide classics honor society Eta Sigma Phi. Exhibitions also provide a focus of interest. Currently one of archeological drawings from Sardis is mounted in connection with a series of four lectures. The department sponsors other lecturers, and has hosted occasional conferences. A large conference on a literary topic is projected for 1992.

Fund raising

The archeologist has been active in this area as needed, and anticipates even greater efforts in the future. In view of certain particular needs such as books for the seminar library, additional lecture funds and scholarship funds, it would seem that some further effort might be made to canvass the good will of alumnae/i.

Responses to Previous Program Review Recommendations

Many aspects of the previous report seem irrelevant to the current department. That report pictures a situation very different from the current lively, collegial, and productive department of today. Although the reviewers of five years ago praised the academic strength of the faculty, they found the sense of departmental mission only vaguely defined. Since that time the department has seen several positive changes: a change of leadership, significant new appointments, and an influx of students. These possibilities were really not foreseen by the previous reviewer, who spoke rather of trimming activities and consolidating programs. The fact that Classics is also exerting a stronger presence on the national scene also bolsters morale. The department can be said to have taken the report seriously insofar as it has certainly altered its profile; however, the new picture is one of healthy progress rather than timorous retreat. Instead of moving backwards, the department would seem to have gone far towards recapturing the strength and coherence it boasted during the most prosperous years of its history.

Recommendations

For the university:

1. Departmental salary improvement should be given high priority, with particular attention to the junior ranks. A generous promotion increment to bring the newly tenured member well over $30,000.00 is recommended with increments of at least $2000.00 for the two junior members. Graduate stipends should be boosted.

2. The department should receive authorization to begin planning a Ph.D. program.

3. Computer and xerox facilities should be improved as recommended.

4. Funding is desirable for two additional lines: one to be authorized as soon as possible, the other within a short period of time.

For the department:

1. The curricular guidelines for the undergraduate language majors should be re-examined with the possibility of requiring course work in some ancillary fields to fill out the picture of classical civilization.

2. For the sake of students and faculty, the department should improve its teaching and research relationship with Philosophy, and for the sake of its role in the preparation of good Latin teachers for the State, it should undertake whatever measures will reestablish a good relationship with the College of Education.

3. Faculty members might consider launching some large-scale incentive such as a National Endowment for the Humanities (NEH) institute to call attention to the strengths of the program.

4. The department should work to build upon the cordial relationship it has with its Gainesville and Tampa Classics colleagues.

University of South Florida

General

The Department of Classics at USF presents a situation requiring, in our judgment, prompt and extensive action on the part of the College and University if Classics as a discipline is to play an appropriate role. This is a unit with two strengths important for any discipline:

a. the student demand for its courses is large, and could almost surely grow even further if the timing and array of courses offered and the structure of the program were refined further.

b. colleagues in several related departments value the presence of Classics in the range of the College's disciplines. Faculty in History, Philosophy, Religious Studies, English, Foreign Languages, and Humanities are tied to the fortunes of Classical studies on the campus, and are anxious to see the field prosper. Moreover, the department made it clear that relations with the College of Education are strong and cordial; this is important for the preparation and continuing support of secondary teachers in the State of Florida. This is also a unit whose counter-vailing problems threaten to undo these precious advantages:

a. The faculty of the department share a perspective which prevents them from approaching their professional roles with flexibility or confidence.

b. The approach to deploying staff over courses is of uncertain wisdom, and the pattern of course offerings is counterproductive.

c. The department's governance procedure seems to set the three faculty at odds with one another and, even more so, with the College administration.

Program

The demand for Classics, as noted, is high. Enrollments are strong in both Latin and civilization courses (myth, literature in translation) and indicate what might come of an exquisitely planned program. But the department has absorbed the drawback of this fact more than its advantage: all decisions about course offerings are apparently driven by a determination to maximize enrollments, even at the cost of program coherency or student progress. The most serious instance of this effect is the decision to offer three sections of first semester Latin in the fall, and two more in the spring, but since this exhausts the available staff for teaching Latin, the department does not offer any intermediate level Latin course. This means that after one year of Latin, students are put into a course alongside graduate students. The results can not be comfortable or productive for either group.

The content of courses and choice of textbooks, so far as we explored those topics, seemed traditional and not very imaginative at either level. The pace of work as reported by the students for the 4xxx courses was approximately 50 lines per week for lower level students and 100 lines per week for graduate students. The first pace, for students with one year of language trying to read a poet such as Horace, is somewhat daunting; conversely, the pace for graduate students is about one-third what graduate programs would normally expect in first-year students.

There are ten 4000 level Latin courses listed (apart from directed readings), and these are given at irregular intervals without a prescribed sequence or timing. The result must be an unpredictable exposure for any major or graduate student working through the program.

The previous review of this department referred to a lack of interaction or coordination with the courses given in other related departments. There has been progress on this topic, at least in drawing most of the relevant units into a single college. Much more can and should be done.

Finally, the department has on occasion stated its desire to establish a Master's degree independent of the M.A. degree offered jointly with UF. Given the size of the department, the research records of the majority of the faculty, the proximity of graduate programs at UF and FSU and the state of the market, we would not endorse such an aspiration. Indeed, the Chair indicated her own hesitation about this proposal.

Faculty

The faculty consist of three tenure-system members (full-time), one adjunct (part-time) and a medical doctor who has been teaching a course on Word Roots for several years at no cost to the University.

a. Teaching: all the students with whom we spoke were enthusiastic in their assessment of the quality of classroom teaching they enjoy from the faculty. For a department whose fortunes are based in teaching, and whose most frequent product is secondary level Latin teachers, this is a real virtue.

On the question of loads, the picture is less encouraging. The full-time faculty have carried a nominal 3-3 load, but recently one member has declined to teach more than 3-2 (on the grounds that he has been carrying a heavier load than other faculty in the humanities without release time for research or other recognition). This load, moreover, will apparently include only "regular" courses (i.e., it will not necessarily allow courses with 2 or 3 students as an overload). The Chair stated that she will accede to this position, and thus feels obliged to assign the other member the same load. With her own load reduced for research and administration, the capability of the department is down nearly .50 FTE from full nominal loads. This decision struck us as paradoxical in the face of the faculty's determination in all other respects to attain maximum student credit hours.

At the same time, the department has made decisions about modes of teaching non-language courses that seem aimed - at least in part - at reducing grading duties either by cutting sections back to 22 for Gordon Rule courses or dropping out of Gordon Rule and floating enrollments as high as 150. Both these decisions struck us as deriving from questionable academic criteria.

In light of these facts, we were even more surprised by the dominant theme of our conversations with the faculty, which was the need for two additional lines in order to cover the necessary fields and accommodate student demand. We were told that a promise was made for such expansion, but that the College had never delivered on it. In fact, although we were never told this by any member of the department, we learned from several conversations outside the department that there was a fourth member of the faculty who has been relocated to a branch campus and who apparently is now being incorporated into another department. The faculty declined to discuss this matter, but the unexplained appearance and disappearance of a colleague would seem to raise the issue of collegiality and the likelihood of payoff on any future investments in the department as now constituted.

The department has been teaching Modern Greek, not on its own budget but on funds residing in the Foreign Languages department. The association of Modern Greek with Classics is found in some other schools (although we know of no other case of the funds being bestowed in a separate department from the teaching). The association is usually unsatisfactory, except where there is a full-blown program in Modern Greek-and even there it is usually regarded as unnatural.

b. Research: the record of accomplishment is very unevenly distributed. One member has considerable professional visibility. The others have very light records in research, even for a regular full teaching load. In this connection, we note that a teaching lead of 3-3 is quite normal in small departments and non-research intensive units nationwide.

c. Service: the faculty are active in both campus and community efforts to foster the Classics, and they are to be commended for this effort. One member has been working with the Hillsborough County school system and the faculty have founded the Classics Society for outreach into the community. These activities should be supported and expanded as much as possible.

Students

a. Student numbers: the program has about a dozen students who in one form or another regard themselves as Classics majors (including second majors and double majors). This is a quite respectable number of concentrators for a program of this size, and indicates again the population interested in extended study of the ancient world.

Support Resources

a. Space: the department has a small sequence of windowless rooms on a side corridor surrounded by faculty offices from another department. There is not even a sign protruding from the door of the departmental secretary to tell visitors where to stop. Such signage by itself could lend further visibility to the department.

There is no room available for students - and faculty - to gather for either formal or casual interaction of the type that builds a community in a department. For a commuting campus, this is a serious lack.

b. The Library owes its most important component for Classics to the generosity of Dr. Starr, who has contributed the funds to purchase a large working collection of texts, dictionaries, etc. We should add that this collection is prominently labeled "Loeb Classical Collection" (most of the texts are in the Loeb series), while the small sign marking Dr. Starr's generosity is tucked around the corner and would never be spotted except by accident. We believe it would be appropriate for the Library to change the main sign to "Starr Classical Collection" or simply remove the large sign altogether. As it is, any casual observer would assume someone named Loeb had contributed the collection. Without these volumes, the holdings in Classics would be bleakly insufficient even for undergraduate instruction, not to mention supporting a graduate program or active scholarship. We gather that the annual appropriation for acquisitions in Classics is less than $800, which is not enough for subsistence level purchases. Moreover, the serial holdings are terribly sparse: most of the titles listed in the self-study are not actually in Classics, and for most of the significant Classical journals represented (such as Rheinisches Museum) the holdings only begin in 1985.

c. Computer: the department has one shared machine with minimal software and printer. The faculty expressed a desire for more or at least better equipment, which would certainly make it easier to manage the preparation of course materials and other texts. It is not clear that such equipment would be justified as a tool for research: the one productive scholar has her own equipment for these purposes.

d. Budget: the operating costs budget was reported to us as $2,300 per year, which is surely inadequate for any department to function.

Recommendations

The department in its present configuration, considering personnel, resources and program, is not viable for the long-term. In this concluding section, we present our recommendations for each of the areas discussed above.

a. Program:

i. Develop a coherent sequence of courses for undergraduate study in Latin which includes an intermediate level, and offer this course annually.

ii. Reduce the number of introductory Latin sections, which tend to produce demand that can not then be satisfied in succeeding semesters. In particular, it would seem unwise to offer two sections of 1120 in the spring, since most students will forget the vast majority of the material over the summer, turning 1121 in the fall into a semester of review instead of progress.

iii. Streamline the number of courses listed at the 4000 level, preferably by a set of 6 variable content courses to be given in a predictable sequence.

iv. Class size should be determined by educational goals, not by garnering of SCH or by the avoidance of paper grading beyond small sections of 20-22.

v. The interdisciplinary Classical studies major sounds rather scattergun, and should be rethought for tighter coherence and clearer focus. It is now possible to graduate with a major in Classical Studies having taken only an introductory year of Latin and no Greek, and no sharp focus in the rest of the courses.

vi. The department should relinquish all involvement in Modern Greek, which should be handed over to the Department of Foreign Languages.

vii. The department should not aspire to a separate M. A. program. The library resources at USF and the course coverage make it unattainable without the infusion of funds that are hard to justify in the overall economic climate, but the joint effort with UF should continue.

viii. All USF faculty with an interest in classical studies and the ancient Mediterranean should form a working group for colloquia and other kinds of professional sharing. The success of the students in this regard (a chapter of Eta Sigma Phi has been established, and there is a Classics Club as well) should encourage similar efforts at the faculty level.

ix. The State of Florida has a long tradition of support for secondary education in Latin; the University must continue to provide support for a productive working relationship between the department and the College of Education as well as with the secondary education system of the State.

b. Staffing:

i. The University should reach a more appropriate arrangement with Dr. Starr to recognize his teaching service: either engage him in a staff position or otherwise see that he is not being exploited, even willingly.

ii. The TAs should be carefully screened to be sure they are not given teaching responsibilities for which they do not yet have sufficient disciplinary training or experience.

iii. The salary of the adjunct ($1500) is grossly inadequate: other units reported to us a salary of $2000 to $3500 for equivalent work. The department should not be required to pay so far below other units.

iv. If the department is to continue in its present size and mission (but see below), a teaching load of 3-3 seems entirely justified. Very small assignments (e.g., 2 students in an upper level reading) should not count towards this tally. For the research-active faculty member, a course load of 2-2 (again, not counting very small courses) would allow some time for administration of a tiny unit and course reduction for research.

c. Library:

i. The Library acquisitions for Classics should be significantly increased.

ii. Acquisitions should concentrate on good editions with commentaries, and on works dealing with the texts, literary history and classical culture. The emphasis should be on sustaining undergraduate course work in Latin & Greek and Classical studies, and on supporting the faculty's teaching.

d. Space:

i. As suggested in the last review, it would be very helpful to have a reading room in which faculty and students could gather both for formal, course-related and for informal, conversational purposes. Without this, it is quite unlikely that there will ever emerge a sense of community needed to give the department an internal identity.

e. Program management:

This is the most difficult issue we encountered in reviewing the department. The department is gripped by defensiveness, and suffers constantly from inadequate support for playing an effective role as an autonomous unit. It is, in fact, too small to continue as an independent department, and so we must recommend weighing the alternatives.

i. Eliminate the discipline from the College: This is a most unsatisfactory option. The demand is large for classes in both language and culture, and support for the discipline is strong among faculty in several other units. Students are majoring in reasonable numbers, and graduating in tolerable numbers; a respectable number go on to graduate school.

ii. Add 2 lines to build up the department to the strength advocated by its present members. The department believes that with 2 new lines, it would rise to a definitively stronger condition, able to meet its teaching needs and ready to offer an independent M.A. But in our view, it is not making sufficient or imaginative use of its present strength, and we do not think there is real reason to hope that new lines would change the fundamental attitude of maximizing enrollments without programmatic balance. In any case, the current tendency to reduce loads should not be used as a basis for arguing to increase staff size.

iii. Incorporate the present classics department into some other larger unit in the college. The question is, into what? The first obvious choice might be Foreign Languages, from which the department emerged. This would be unwise in light of what appear to be problematic personality juxtapositions. In any case, returning to a structure that has already presented problems is a recipe for clashing, not for growth. Humanities? That is by definition a unit without a single disciplinary focus, and without a developed scholarly role. We believe such a merger would tend to exacerbate the difficulties reported in this review, and this is confirmed by the fact that Classics was ill at ease in defining its relationship with that unit.

The best may be the most radical. We would recommend that the College disband the present Department of Classics, and start afresh to assemble a Classical Studies department. This is a common approach across the country, incorporating not only the languages but also the comprehensive perspective that has always characterized serious study of classical antiquity: history, philosophy, religion (an eminent scholar of Hellenistic Judaica is now on the faculty in Religion at USF), art, and archaeology. From this cadre of faculty, USF could form a new department containing a convincing array of disciplinary approaches to the ancient Mediterranean world. This would also display more clearly and suitably for students the real nature of classical studies, and might well increase the number of majors. It would provide flexibility in future deployment of resources, and a more secure context for gradual coherent growth.

Concluding Remarks

We believe we have identified a number of serious problems in a department that is responsible for a welcome task--disseminating Classical knowledge to a sizable audience of willing listeners--but is seriously handicapped in its efforts to meet that responsibility. The remedies we propose are drastic but we believe they are justifiable, indeed necessary.

This report will no doubt seem harsh to those under review. We have tried to lay out and assess factors that to an outside viewer show frustration and inefficiency, and will prevent the department from achieving its professional goals. But we do believe that reorganization, selected recruitment and rewriting the curriculum in Classical Studies can open the way to a more secure place in the College and a more effective outreach to the community.

APPENDIX A

CURRICULUM VITAE OF LEAD CONSULTANTS

ROBERT KELLOGG

Born in Ionia County, Michigan, September 2, 1928

AB University of Maryland 1950
AM Harvard University 1952
PhD Harvard (English) 1958

U.S. Army, 1954-56
University of Virginia, 1957-present
- Instructor, 1957-59
- Assistant Professor, 1959-64
- Associate Professor, 1964-67
- Professor, 1967-present
- Chairman, Department of English, 1974-78
- Dean, College of Arts and Sciences, 1978-85
- Principal, Monroe Hill Residential College, 1985-88

Professional Offices
- President, North Carolina-Virginia College English Assn., 1970
- President, Southeastern Renaissance Conference, 1972
- President, South Atlantic Modern Language Association, 1975
- Chairman, Committee of Examiners for Advanced Placement English, CEEB, 1973-76

Academic Honors
- Phi Beta Kappa (Local President, 1981-83)
- American Scandinavian Foundation Fellow: Univ. of Iceland, 1956-57
- Guggenheim Fellow, 1968-69

Professional Activities

Approximately 100 lectures and oral presentations, either at universities (e.g. Queens University in Ontario, Wisconsin, Princeton, University of North Carolina, Duke) or at meetings of learned societies in this country and abroad.

Visiting faculty appointments during the summer at the University of Iowa, Ohio State University, and the University of North Carolina.

Director of an NEH seminar for teachers on "The Fictions of Romanticism," Summer 1983.

NEH panelist reviewing proposals in interpretive research and in research conferences, as well as a site visitor to various NEH grantees.

Panelist for the Association of American Medical Colleges, 1981-1984, on "The General Education of Physicians," resulting in the study Physicians for the Twenty-First Century (Washington, D.C.: AAMC, 1984).

Evaluator of university programs in English in Mississippi, Florida, Louisiana and at the Universities of Michigan, Maryland, SUNY Binghamton, and the U.S. Naval Academy.

Advisory Board of the journals New Literary History and Oral Literature and Chairman of the editorial board of the University Press of Virginia.

Bibliography

Book-length works:

Edmund Spenser, Books I and II of The Faerie Queene. ed. with Oliver Steele. New York: Macmillan, 1965.

The Nature of Narrative. New York: Oxford University Press, 1966 (in collaboration with Robert Scholes). [Italian trans., 1970; Portuguese trans., 1978].

Medieval Studies: A Bibliographical Guide. New York: Garland Publishing, 1983 (in collaboration with Everett Crosby and Julian Bishko).

A Concordance to Eddic Poetry. East Lansing: Colleagues Press, 1988.

Articles:

1. (With Oliver Steele) "On the Punctuation of Two Lines in The Faerie Queene," PMLA, 78 (1963), 147-148.

2. "The South Germanic Oral Tradition," Franciplegius: Linguistic Studies in Honor of Francis Peabody Magoun, Jr., edd. J. B. Bessinger, Jr. and R. P. Creed. New York University Press, 1965, pp. 66-74. [German trans. in Oral Poetry, edd. Voorwinden and de Haan, Darmstadt, 1979.]

3. "Thought's Astonishment and the Dark Conceits of Spenser's Amoretti," Renaissance Papers 1965 (1966), pp.3-13. [Reprinted in The Prince of Poets: Essays on Edmund Spenser, ed. John R. Elliott, Jr. New York University Press, 1968, pp. 139-151.]

4. "Sex and the Vernacular in Medieval Iceland," Proceedings of the First International Saga Conference. London: The Viking Society for Northern Research, 1973.

5. "Oral Literature," New Literary History 4 (1973), 55-56.

6. "Scylla and Charybdis," a chapter in James Joyce's Ulysses: Critical Essays, edd. Clive Hart and David Hayman. University of California Press, 1974.

7. "Language and Culture in American, "South Atlantic Bulletin, 41 (1976), 3-8.

8. "The Boom Years: Graduate Education in English, 1955-1968," ADE Bulletin, 8 (1977), 23-26.

9. "Literature, Nonliterature, and Oral Tradition," New Literary History, 8 (1977), 531-534.

10. "Oral Narratives, Written Books," Genre, 8 (1977), 655-665.

11. "Varieties of Tradition in Medieval Narrative," Medieval Narrative: A Symposium (Odense, 1977), pp. 120-129.

12. "An Evaluation of the Yale-New Haven Teachers Institute," in Teaching in America: The Common Ground. New York: College Entrance Examination Board, 1984.

13. "The Harmony of Time in Paradise Lost," Oral Literature, 2.1 (1987), 260-272.

14. "The Recross Knight," The Spenser Encyclopedia, forthcoming.

15. "The Pre-History of Eddie Poetry," Poetry in the Scandinavian Middle Ages. Spoleto: Centro Italiano di Studi sull'Alto Medioevo, 1988, 161-71.

Reviews:

1. A. C. Bouman, Patterns in Old English and Old Icelandic Literature, Speculum, 39 (1964), 497-499.

2. The Kalevala, or Poems of the Kaleva District, translated by F. P. Magoun, Jr., Journal of American Folklore, 77 (1964), 358-359.

3. Theodore M. Anderson, The Problem of Icelandic Saga Origins, Journal of American Folklore, 79 (1966), 398-400.

4. Donald R. Howard, The Three Temptations: Medieval Man in Search of the World, The South Atlantic Quarterly, 66 (1967), 117-118.

5. Ben H. Smith, Jr., Traditional Imagery of Charity in Piers Plowman, Speculum, 44 (1970), 170-171.

6. Herman Palsson, Art and Ethics in Hrafnkel's Saga, Medieval Scandinavia, 6 (1973), 205-208.

7. John Lindow, Scandinavian Mythology: An Annotated Bibliography, Journal of the History of the Behavioral Sciences, 25 (1989), 402.

8. Alain Renoir, A Key to Old Poems: The Oral-Formulaic Approach to the Interpretation of West-Germanic Verse, Journal of English and Germanic Philology, forthcoming.

THEODORE A. TARKOW
College of Arts and Science
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PERSONAL: Married
Birthdate, February 16, 1944 (Madison, WI)

HOME ADDRESS: 601 Redbud Lane
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(314) 443-1807

EDUCATION:

1966 A.B., cum laude, Classics
Oberlin College; Oberlin, Ohio

1967 M.A., Classical Studies
University of Michigan; Ann Arbor, Michigan

1971 Ph.D., Classical Studies
University of Michigan; Ann Arbor, Michigan

Dissertation: **Three Aeschylean Exodoi: A Study of the Concluding Scenes of the *Persians,* the *Seven,* and the *Suppliants*"**

ACADEMIC APPOINTMENTS

1982-present: Associate Dean, College of Arts and Science
University of Missouri-Columbia

Primary responsibilities: student matters, advising, curriculum, assistance with instructional budgets, college summer session, space, alumni.

1984-present: Co-Director, Missouri Scholars Academy

Primary responsibilities: shared administration of all aspects of a three week summer residential program for academically gifted high school students. Sponsored by the Missouri Department of Elementary and Secondary Education in cooperation with the University of Missouri-Columbia; operating budget, $360,000 per year.

1977-78, 1979-83: Director, Honors College
University of Missouri-Columbia

Primary responsibilities: development and administration of special academic and scholarship programs for high ability undergraduates. Position has campus-wide implications; reports to Dean of Arts and Science.

1970-present: Assistant Professor, Associate Professor, Professor (1981) of Classical Studies, University of Missouri-Columbia

PUBLICATIONS

"The Dilemma of Pelasgus and the Nautical Imagery of Aeschylus' *Suppliants*", *Classica et Mediaevalia* 31 (1976) 1-13.

"The Glorification of Athens in Euripides' *Heracles*", *Helios* 5 (1977) 27-35.

"Theognis 237-254: A Reexamination", *Quaderni Urbinati di Cultura Classica* 26 (1977) 99-114.

"Dependence on Externals: The Role of Animals in Bacchylides *Ode 5*", *Rivista di Studi Classici* 26 (1978) 379-387.

"Electra's Role in the Opening Scene of the *Choephoroi*", *Eranos* 77 (1979) 11-21.

"Thematic Implications of Costuming in the *Oresteia*", *Maia* 32 (1980) 153-165.

"The Scar of Orestes: Observations on a Euripidean Invention", *Rheinisches Museum for Phiologie* 124 (1981) 143-153.

"Achilles' Responses to the Embassy", *Classical Bulletin* 58 (1982) 29-34.

"Achilles and the Ghost of Aeschylus in Aristophanes' *Frogs*", *Traditio* 38 (1982) 1-16.

"Tyrtaeus 9D: The Role of Poetry in the New Sparta", *L'Antiquite Classique* 52 (1983) 48-69.

"Tragedy and Transformation: Parent and Child in Euripides' *Hecuba*", *Maia* 36 (1984) 123-136.

"Sophocies and Odysseus Once Again: Oedipus the King", Dioniso 53 (1985) 19-31.

"Sight and Seeing in the Prometheus Bound", Eranos 84 (1986) 87-99.

Euripides, Iphigeneia at Aulis: A Commentary, edition for the series "Bryn Mawr Commentaries on Greek Literature" (1989) (with Sally MacEwen).

AWARDS AND HONORS

1986-87	President, Classical Association of the Middlewest and South (largest regional association of classicists in US and Canada)
1985	Excellence Award from Gifted Association of Missouri
1980	Award for Excellence in the Teaching of Classics from the American Philological Association (classics national professional organization)
1980 and 1974	"Purple Chalk" Award for Outstanding Teaching from College of Arts and Science Student Government
1979	Excellent Faculty Member Award, from Beta Theta Pi fraternity
1975	Superior Undergraduate Teaching Award from AMOCO Foundation
1975	Faculty/Alumni Award from Alumni Association University of Missouri-Columbia
1967-1970	Horace H. Rackham Fellow University of Michigan
1966-1967	Woodrow Wilson Fellow

MISCELLANEOUS PROFESSIONAL ACCOMPLISHMENTS

Reviews of books on Greek Tragedy and Greek Lyric Poetry, Classical World and Classical Outlook

Editorial Boards, Classical Journal and Comparative Drama Papers

Invited lectures, Oberlin College (Aristophanes), Florida State University (Aeschylus), University of Missouri-Kansas City (Homer), etc.

Referee, Classical Journal, Classical World, NEH, Annenberg Foundation, Missouri Committee for the Humanities, etc.

Organizer of, and/or member of, panels at 1988 APA, 1985 APA 1981 APA, etc.

Chair and/or committee member, various committees of Classical Association of Middlewest and South (CAMWS) and of American Philological Association (APA); e.g.,

- Director, Campus Advisory Service (APA) 1988-1991); advises colleges and universities on establishing, maintaining, and strengthening their programs in the Classics
- Chair, CAMWS Committee on Scholarships and Awards (1987-1990); committee determines policies for various scholarships and awards
- Chair, APA Committee on the Performances of Classical Texts (1985-1988); committee charged with promoting research and classes that address the actual performances, and circumstances of performances of ancient poetry, drama, etc.

REFERENCES

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APPENDIX B

Consultants in English

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Master of Wilson College
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Princeton University
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Florida State University
Dr. Andrea Lunsford
Department of English
Ohio State University
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Florida A&M University
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Dean, College of
Arts & Sciences
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Albany, Georgia 31705

University of South Florida
Dr. Douglas Atkins
Department of English
University of Kansas
Lawrence, Kansas 66045

University of West Florida
Dr. Leo Braudy
Department of English
University of Southern California
Los Angeles, California 90089

University of Central Florida
Dr. John Howard
Department of English
University Of Maryland
College Park, Maryland 20742

Florida International University
Dr. Martin Tucker
Department of English
Long Island University
C.W. Post Campus
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University of North Florida
Dr. John Irsfeld
Vice President and Deputy
to the President
University of Nevada
Las Vegas, Nevada 89154

Florida Atlantic University
Dr. Kathleen McGrory
Hartford College for Women
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University of Florida
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230 North Oval Mall
Ohio State University
Columbia, Ohio 43210

Florida State University
Dr. Eleanor Leach
Department of Classics
Indiana University
Bloomington, Indiana 47405

University of South Florida
Dr. David F. Bright
Department of Classics
Iowa State University
Ames, Iowa 50011

APPENDIX C

UNIVERSITY COORDINATORS

1990-91 Letters Program Review

University of Florida

Dr. Ira Clark, Acting Chair
Department of English
4315 Turlington Hall
University of Florida
Gainesville, Florida 32611

Florida State University

Dr. Fred Standley
Professor, Dept. of English
406 Williams Building
Florida State University
Tallahassee, Florida 32306

Florida A&M University

Dr. Louis H. Pratt
Chairman & Professor
Dept. of Languages &
Literature
410 Tucker Hall
Florida A&M University
Tallahassee, Florida 32307

University of South Florida

Dr. Tom Ross, Chairman
English Department
358 CPR
4202 Fowler Avenue
University of South Florida
Tampa, Florida 33620

Florida Atlantic University

Dr. John Schwaller, Assistant Dean
Department of History
College of Humanities
500 NW 20th Street
Florida Atlantic University
Boca Raton, Florida

University of Central Florida

Dr. John Schell, Chair
Department of English
University of Central Florida
P.O. Box 2500
Orlando, Florida 32816

University of West Florida

Dr. Phillip Momberger
Chairperson, English and
and Foreign Languages
University of West Florida
Pensacola, Florida 32514

Florida International University

Dr. Asher Milbauer
Chairperson
Department of English
Florida International University
University Park
Miami, Florida 33199

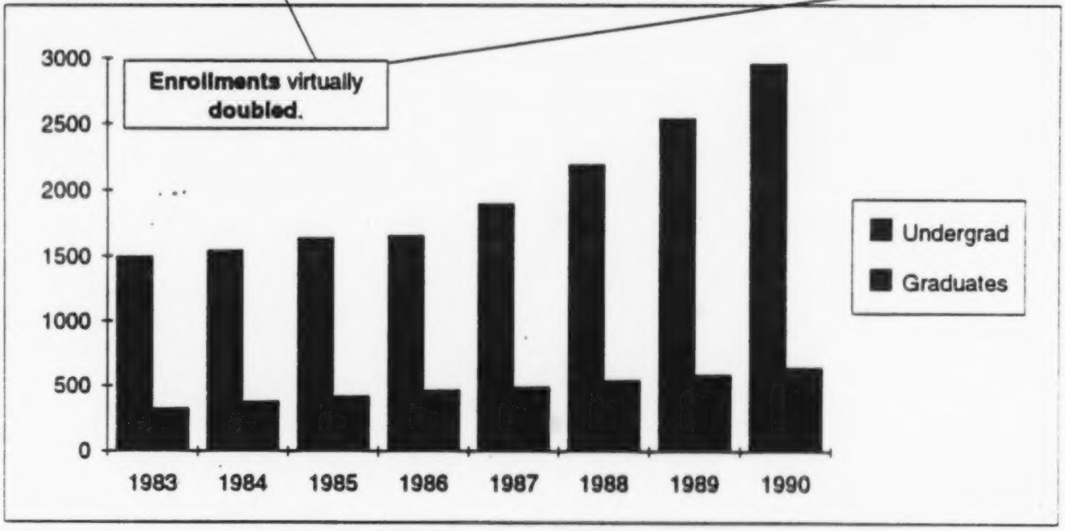
University of North Florida

Dr. Mary Baron, Chair
Department of Language
and Literature
College of Arts & Sciences
4267 St. Johns Bluff Road
University of North Florida
Jacksonville, Florida 32216

APPENDIX D

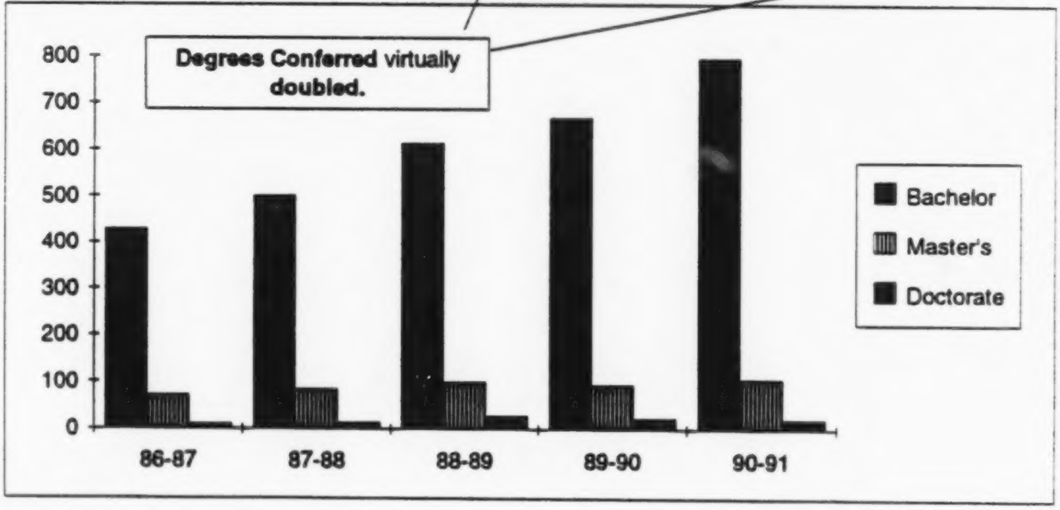
SUS Enrollment: English

Year	1983	1984	1985	1986	1987	1988	1989	1990
Undergrad	1496	1548	1639	1657	1896	2192	2542	2956
Graduates	327	378	419	462	487	539	587	643
Total	1823	1926	2058	2119	2383	2731	3129	3599



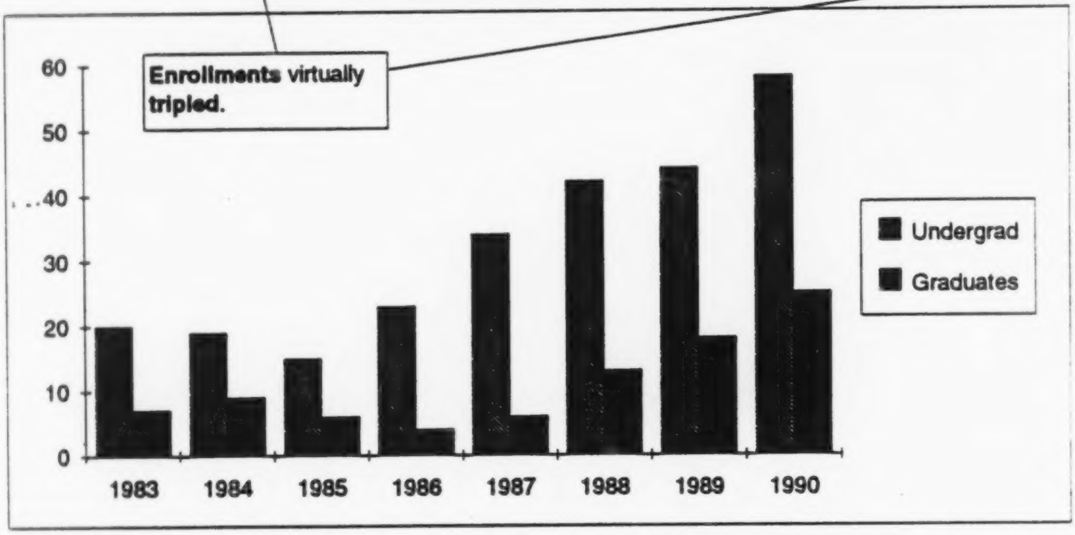
SUS Degrees Conferred: English

Year	86-87	87-88	88-89	89-90	90-91
Bachelor	428	502	614	668	796
Master's	71	83	99	93	106
Doctorate	10	14	28	24	22



SUS Enrollment: Classics

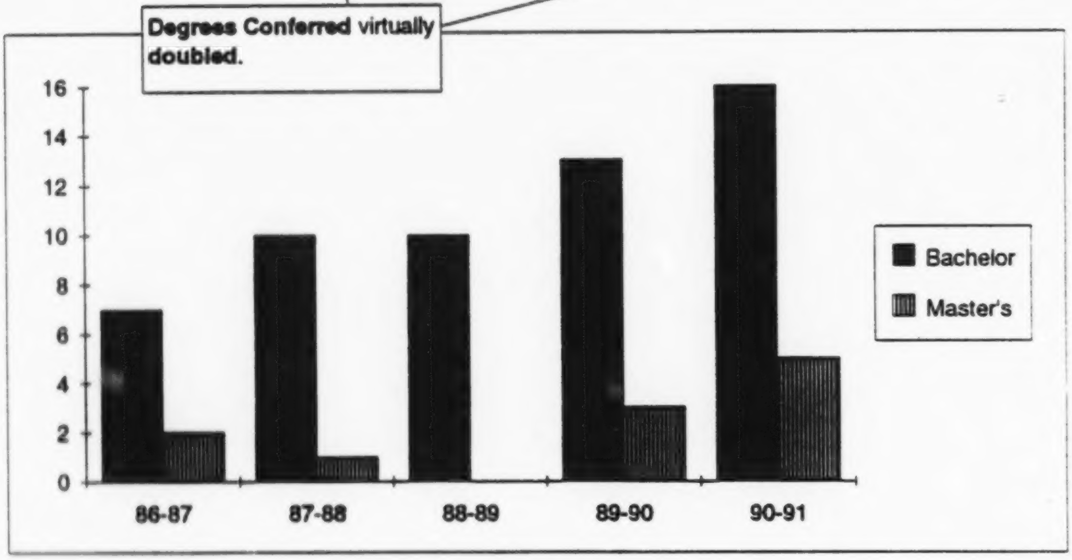
Year	1983	1984	1985	1986	1987	1988	1989	1990
Undergrad	20	19	15	23	34	42	44	58
Graduates	7	9	6	4	6	13	18	25
Total	27	28	21	27	40	55	62	83



Enrollments virtually **tripled.**

SUS Degrees Conferred: Classics

Year	86-87	87-88	88-89	89-90	90-91
Bachelor	7	10	10	13	16
Master's	2	1	0	3	5

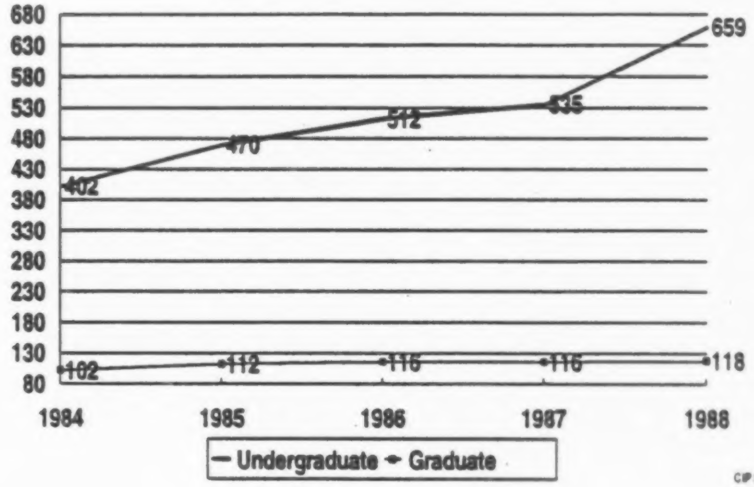


Degrees Conferred virtually **doubled.**

Letters Program Review Enrollment and Degrees Conferred

UF Enrollment

English



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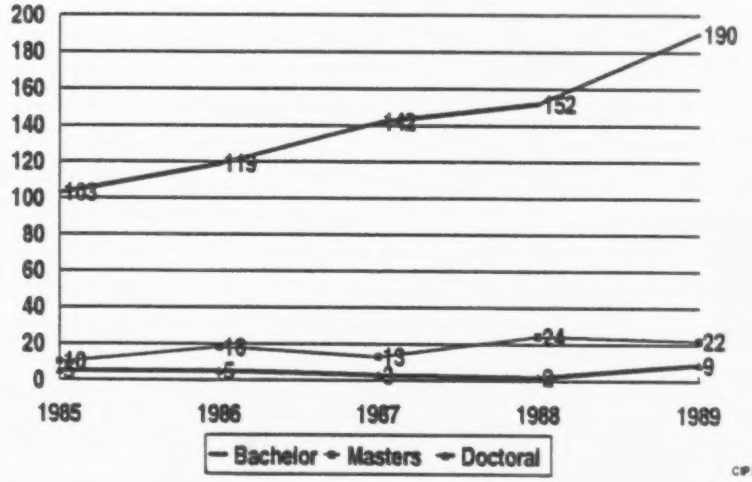
UF Degrees Conferred

English



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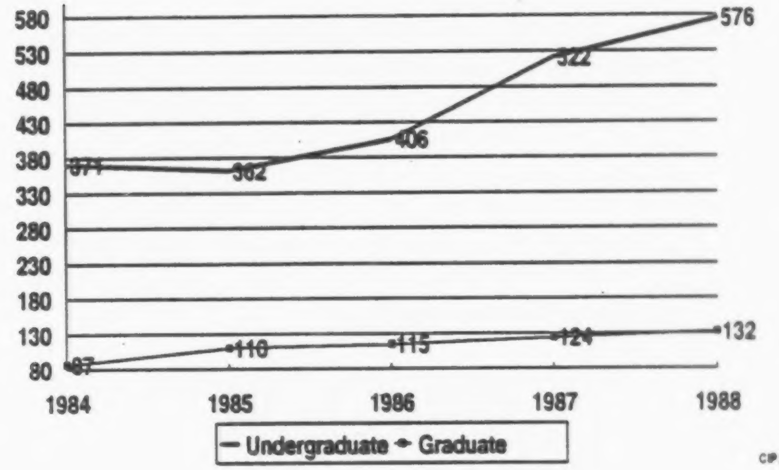
Letters Program Review Enrollment and Degrees Conferred

FSU Enrollment

English



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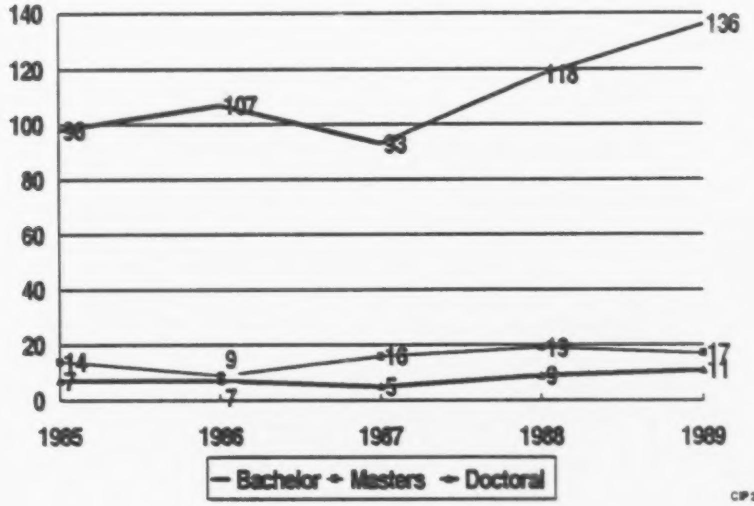
FSU Degrees Conferred

English



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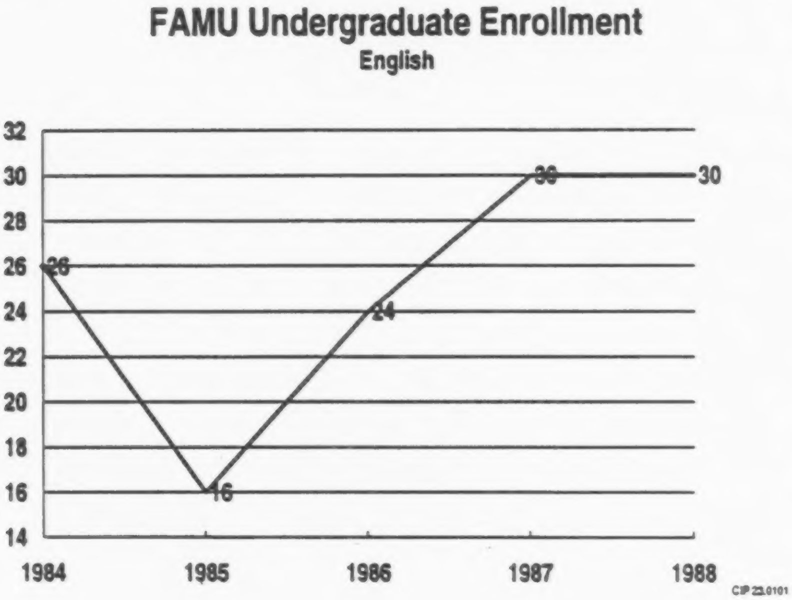

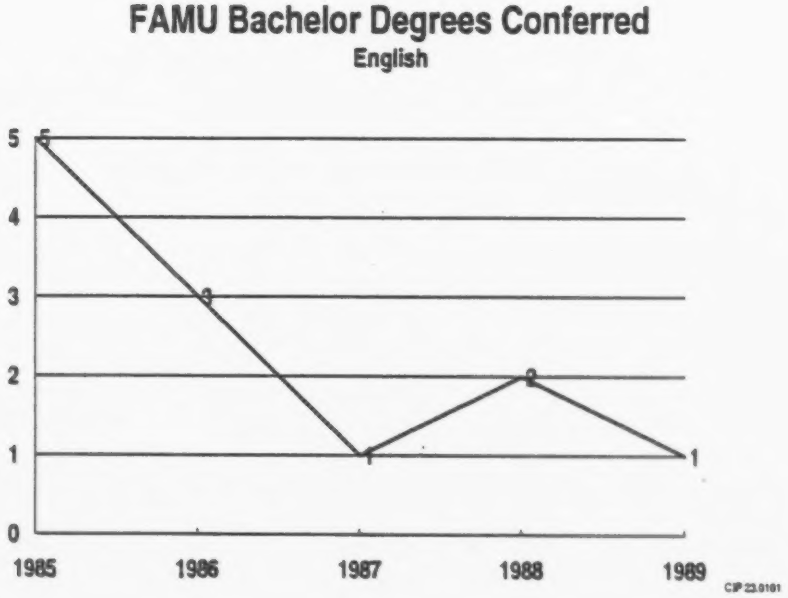

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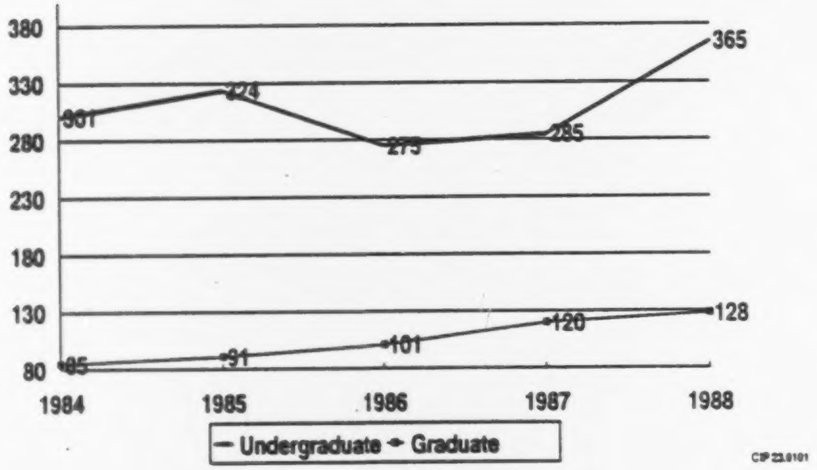
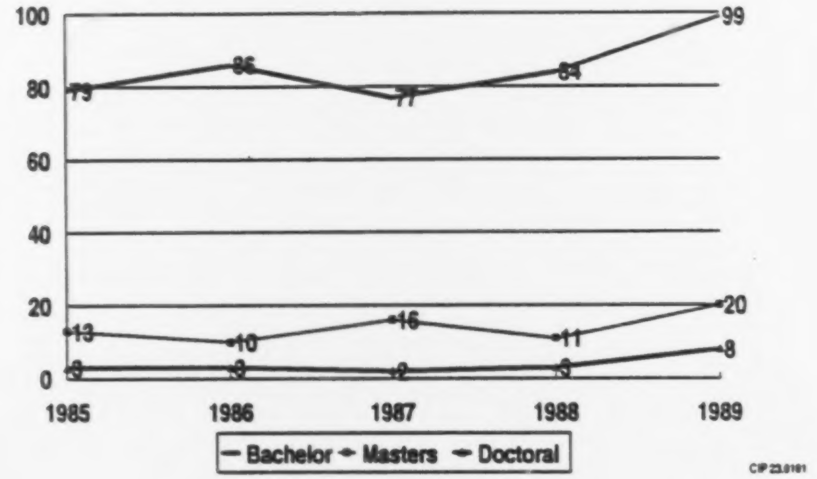
USF Enrollment

English



USF Degrees Conferred

English



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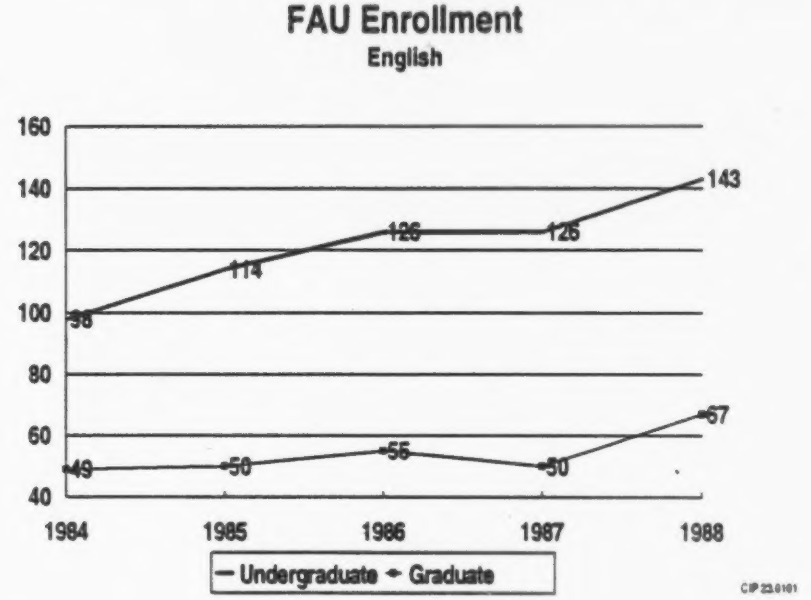

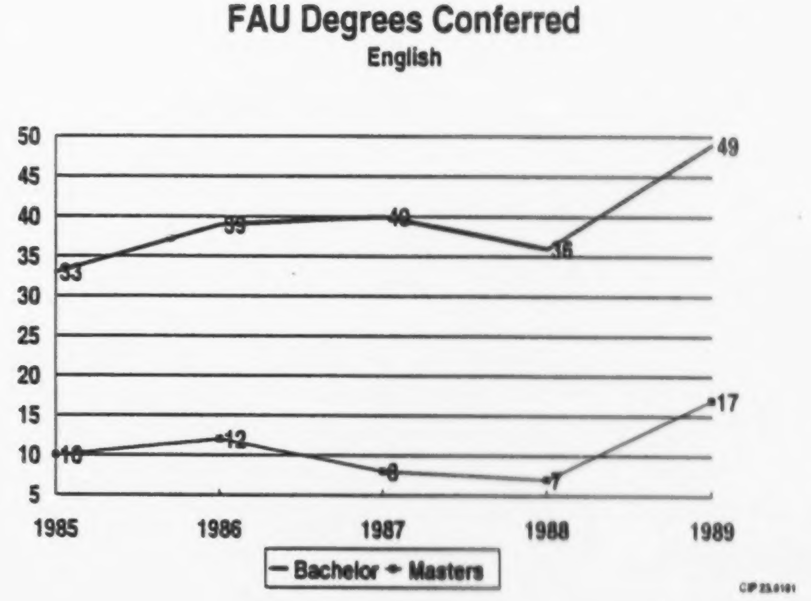

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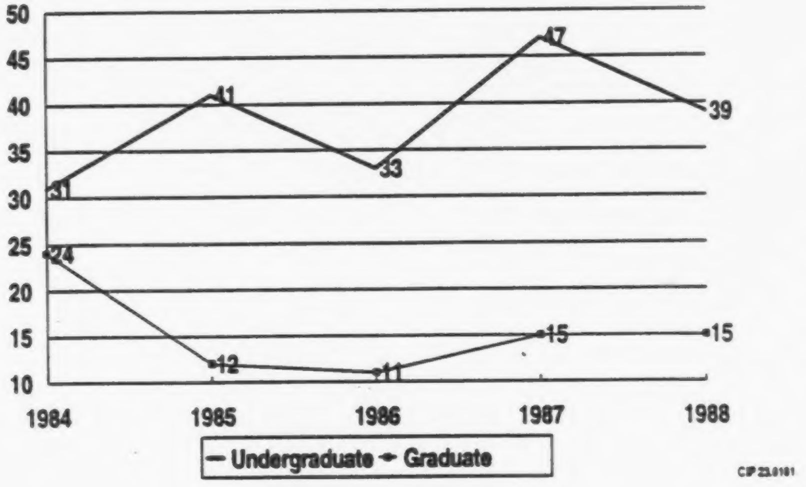
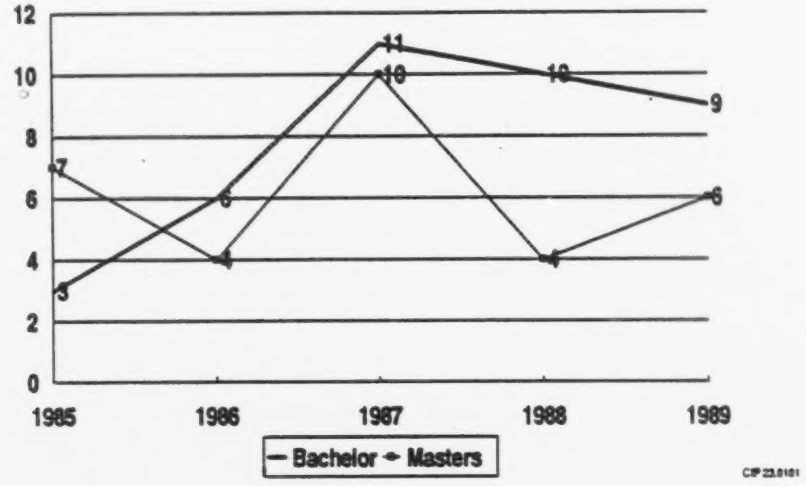
UWF Enrollment
English



UWF Degrees Conferred
English



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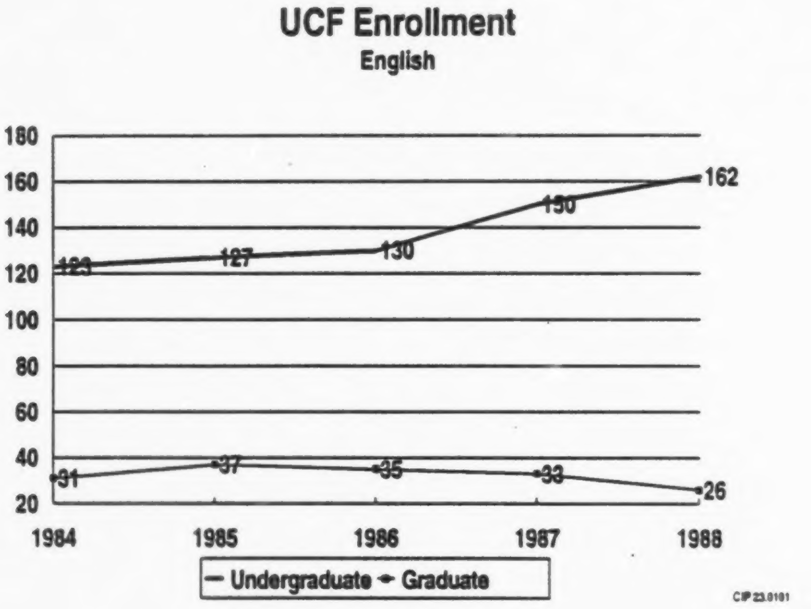
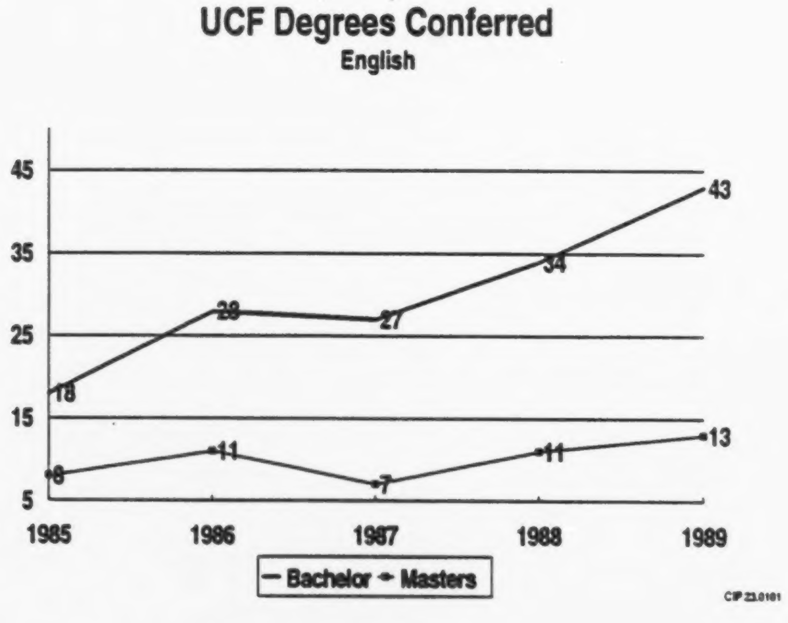
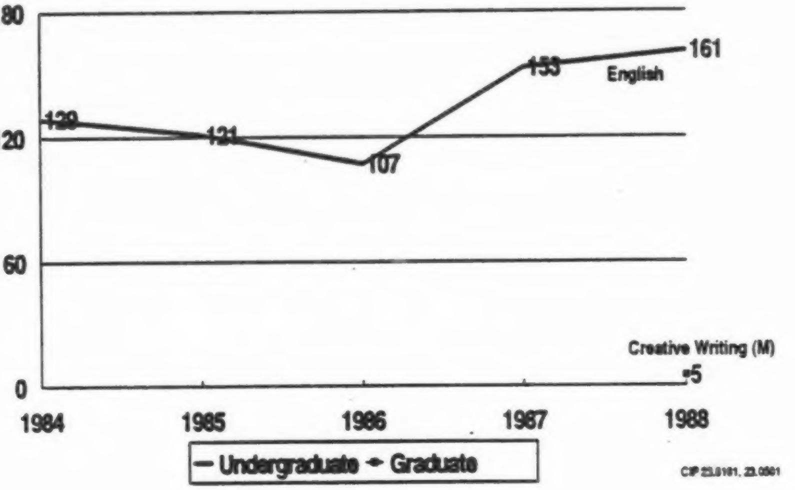




Letters Program Review Enrollment and Degrees Conferred

FIU Enrollment

English and Creative Writing



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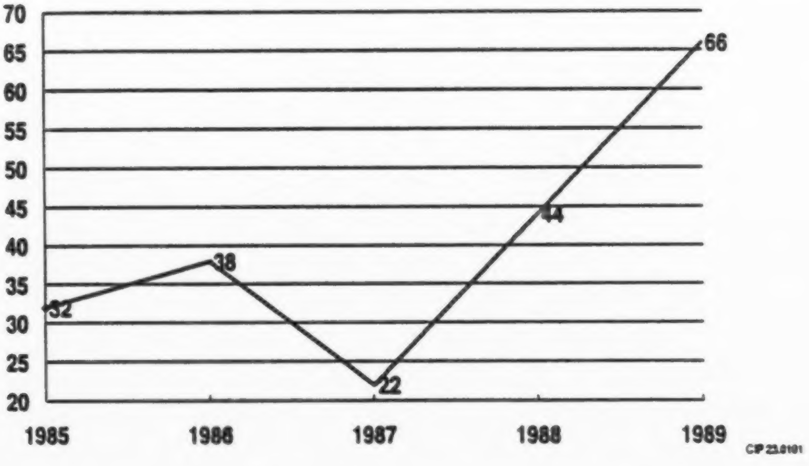
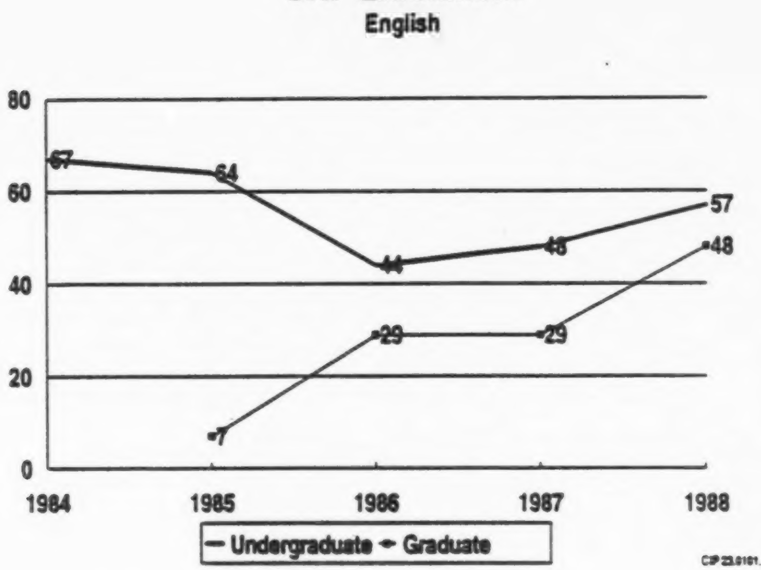
FIU Bachelor Degrees Conferred

English

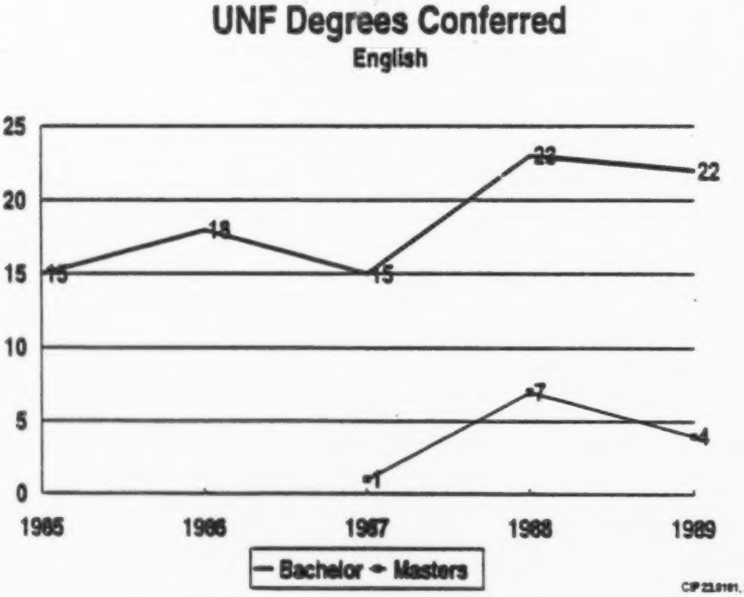


CIP 23.0101

Letters Program Review Enrollment and Degrees Conferred



CIP 23.0101, 23.0801



CIP 23.0101, 23.0801